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ABSTRACT

The Commission on the Status and Needs of Women at Carnegie-Mellon University (CMU) was established in 1971 as a result of discussions held between members of the administration and representatives of women employees. The Commission was instructed at the outset of its founding to examine University operations that pertain tc women students and employees, make recommendations to enhance the opportunities for women at CMU, suggest broad outlines of an affirmative action plan to correct discriminatory practices, and make recommendations concerning a continuing vehicle to monitor implementation of such a plan. Findings show that programs of special interest to women have fared rather badly at CMU and that as a consequence, women in recent years received only 25% of undergraduate degrees, compared to 40% during the 1930's. This final report offers recommendations and conclusions that will hopefully alleviate this and other problems concerning discriminatory practices against women. (HS)

ED 060799

FINAL REPORT

OF THE

COMMISSION

ON

THE STATUS AND NEEDS OF WOMEN

AT

CARNEGIE-MELLON UNIVERSITY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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HE 002 904

November 1, 1971

Pittsburgh, Pennsylvania

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CHAPTER I. INTRODUCTION AND HISTORY OF THE COMMISSION AT CMU

American society has prided itself on its concern for the fullest development of each individual's creative potential. As a nation, we have become sensitive to the social handicaps of race and class but have remained quite insensitive to those imposed because of sex. Those women who have entered the top professional fields have had to have extraordinary motivation, thick skins, exceptional ability and some unusual patterns of socialization in order to reach their occupational destinations (Rossi 1965).

Discrimination based on sex is just as real as discrimination based on race or religion or color or national origin and just as unlawful under Title VII of the Civil Rights Act of 1964. Yet it is so deeply embedded in the American way of life and the American way of business that few people recognize it as discrimination and fewer still understand that it is illegal (Kuck 1969).

THE NEW CONCERN WITH WOMEN 'S STATUS

The creation of Carnegie-Mellon University's Commission on the Status and Needs of Women is extremely timely. Throughout the nation, commissions, study groups and special women's groups have sprung up to investigate the condition of women. This widespread interest in women probably began some fifteen years ago with the publication of Betty Friedan's Feminine Mystique, continued at a gradually accelerating pace, and has now reached avalanche proportions. It is almost impossible to find a current issue of any popular magazine which lacks an article on the women's movement. Certainly the extent of interest in the status of women was accelerated in October 1968 by President Johnson's Executive Order #11375 which prohibits sex discrimination by all federal contractors, including educational institutions.

The many studies of women show that although they constitute more than 50 percent of the population, 40 percent of the college students and 42 percent of the work force (Cross 197 , they are concentrated in the lower occupational levels. In 1967, women comprised one percent of engineers, three percent of lawyers, seven percent of physicians and eight percent of scientists (U. S. Labor Department Women's Bureau 1968), and although women enter the labor force in ever increasing numbers, they earn only 58 percent of male earnings (Mechanical Engineering 1970).

In the academic world, women have been losing ground for some time. Since the 1930's women have received decreasing proportions of master's and doctor's degrees and faculty appointments (Farson 1969). In 1879, women held more than a third of the faculty positions in colleges and universities (Time 1969); today, the percentage stands at 22 percent, down from 28 percent in 1948 and 27 percent in 1930 (Lewis 1968).

Within universities, women faculty are paid less than their male colleagues. In 1965-1966, women full professors had a median salary of $11,649, compared to a median for male full professors of $12,768. On other criteria for career advancement, women in academia also fall below men (Mechanical Engineering 1970).

> Recent analysis by Harmon of the careers of men and women holding Ph. D.'s further underlines that sharp sex difference in ascending the academic ladder to a full professorship: confining attention to men and women who have spent twenty years in academia and who hold Ph. D.'s in the social sciences, Harmon shows that 90 percent of the men had reached a full professorship, something achieved by 53 percent of the single women and 41 percent of the married women. It is also clear from these data that it is sex and not the special situation or responsibilities of married women that makes the greatest difference in career advancement (Rossi 1971).

In the attempt to familiarize ourselves with the dimensions of the problem that we were charged to investigate, the Commissioners have read through dozens of reports

similar to those described above. The data demand thoughtful consideration. It is not sufficient to argue that women have less ability than men--there are studies which document higher academic performance for females from elementary school through college, studies dating back to 1929 (Cross 1971). Similarly, it is not correct to point to some liabilities associated with female workers. A report from the U. S. Department of Labor finds, that "....(for) absenteeism, labor turnover, job tenure and labor mobility,....the cost differentials (between men and women workers) are shown to be insignificant" (U. S. Department of Labor, Women's Bureau, August 1969). Even the frequently voiced argument that women must interrupt their careers for child bearing and child rearing, although true, only raises further questions about the failure of our society to modify occupational requirements to meet the special needs of women. This is done, for example, when jobs are held open for absent (male) draftees, or when special retraining programs are funded for unemployed blacks. Why not special programs for the needs of the 42 percent of the work force which is female? Why not programs such as paid maternity leave with job guarantees, federally funded child care centers, job retraining for women who wish to reenter the labor force?

INTERNAL BARRIERS TO ACHIEVEMENT

In their classic study "Training a Woman to Know Her Place", delivered first at a CMU special seminar on women's roles, Daryl and Sandra Bem discussed the ways in which a society that defines success and achievement as masculine can effectively inhibit female motivation to achieve (Bem & Bem 1970). More recently, Martina Horner has found evidence that girls show more "fear of success" than boys; girls anticipated that success would be perceived as unfeminine and would lead to social rejection (Horner 1969).

Both the Bem and Horner studies suggest that American girls are socialized to consider that being feminine is inconsistent with being successful in a career outside the home.

In her study of MMCC women's role development, Shirley Angrist hypothesized that the University's professional emphasis would lead women to develop career aspirations over the four years of college. However, the results showed that while some women developed career aspirations, as many women moved away from career interest and a substantial number of women remained totally committed to homemaker roles throughout the four years (Angrist 1969).

Without examples to the contrary, and there are few professional women available as adequate role models, college women will continue to accept the traditional definition of femininity. To the extent that they do, they will experience conflict about pursuing professional goals which are not traditional for women. Such inner conflicts can and probably do handicap women relative to their classmates and colleagues who do not perceive professional success as antithetical to their sex role. In parallel fashion, men who are socialized to believe that professional achievement and career commitment are, and should be, masculine attributes will tend to discourage the professional ambitions of the women with whom they interact.

Such attitudes in men and women are undoubtedly pervasive in America, the unfortunate consequence of too rigid definitions of what is masculine and what is feminine. Serious efforts to eliminate the educational, occupational and financial inequities which now exist between men and women must acknowledge that the problem we face is as much one of changing such attitudes as it is one of eliminating overt discrimination against women.

EXTERNAL BARRIERS TO ACHIEVEMENT

A complete answer to the question of women's low status must consider not only the internal barriers to achievement, the result of socialization into traditional sex roles, but also the external barriers. Even if women succeed in overcoming the internal barriers and breaking through to more non-traditional educational, work or personal roles, there are many barriers to success in the educational and work world. The external barriers (e.g., excluding women from educational programs and from certain kinds of positions or fields of activity, evaluating women more critically than men for the same activity, rewarding women less than men for the same activities) lead to what we generally recognize as discriminatory practices. In reviewing women's status at CMU, the Commissioners asked questions which would reveal whether or not the University does discriminate against women in ways which have been identified elsewhere in our society. We have tried not to prejudge any issue. We have been careful to listen to all explanations of unequal salaries, promotions or admissions, and whenever possible have included the explanations given to us in this report. In spite of these things, the Commission cannot ignore the hard evidence of discrimination in finding that men are paid more than women in the same job categories over the entire range of jobs at CMU, or the steady decline in the percentage of degrees conferred to women over the past decades or the absence of women at top levels of administration and faculty.

One might argue at this point that although the data are clear, their interpretation is not, and that factors other than sex discrimination might have produced the reported results. This argument raises the complex question of what constitutes sex discrimination.

At the simplest level, one discriminates against women if men of lesser qualifications are given preferential treatment in such matters as promotion, admission to college or financial aid simply because they are men. Most well intentioned persons probably would not do this. On the contrary, on those many occasions when they choose a male over a female candidate, they do so for a variety of reasons, none of which are perceived as influenced by the candidate's sex. The most frequent reason given is that the woman is less qualified. The problem here lies with the determination of quality. Since estimates of a person's quality tend to be influenced by the stigma attached to his or her group membership, performance evaluations of women (and blacks) cannot be totally objective. Those who evaluate run the high risk of downgrading members of groups with inferior status. To equalize the status of women requires revised evaluations which exclude the possibility of automatically downgrading women.

Even if one carefully eliminates sex bias in the determination of quality, it remains true that there are fewer qualified women than men for many desirable positions because women have traditionally been discouraged from pursuing the attainment of the requisite qualifications. This is the case, for example, in trying to find qualified women physicists, neurosurgeons and administrators. It is precisely because of this situation that the federal government now requires its contractors (including CMU) to develop plans for affirmative action for women and minorities; indeed, the development of special compensatory programs to qualify women and minorities is at the heart of the whole affirmative action concept.

Finally, many men seem concerned that these are arguments for inferior quality of performance which will damage the University. The concern is unfounded, since the

recommendation here is not that the University hire and promote unqualified people, but rather that they provide appropriate qualifying experiences for their women students and employees when these are needed.

HISTORY OF THE COMMISSION

Early in the fall of 1970 a group of faculty women at Carnegie-Mellon University began to meet informally to discuss their concerns about the status of women at this University. Gradually the group enlarged to approximately 50 women, including women administrators, faculty and staff members. The group took the name CMU Academic Women and formed several subcommittees. One of these, the "Committee on Salaries and Promotions" requested and obtained a series of meetings with University administrators, including the Vice President for Academic Affairs, Dr. Schatz, Vice President for Business Affairs, Mr. Strathmeyer, and Vice President for Administration and Planning, Dr. Kibbee. The women initially requested the administration to establish and fund an office to equalize the status of women at CMU. The administrators replied that since there was no evidence that women's status was unequal to men's at CMU, a necessary first step would be to determine in what areas and to what extent inequality does exist at this University. The women agreed with this suggestion and indicated their wish for the administration to convene an investigatory commission.

As a result of these discussions, the Commission on the Status and Needs of Women at CMU was established by President Stever in a memorandum sent to University officers, deans, department heads and directors on February 24, 1971. Members of the Commission were appointed by the President and provided representation of deans, faculty members, administrators, students, alumni and two women's groups, the

Association of Professional Office Workers in Education (APOWE) and the new CMU Academic Women. Three members of CMU Academic Women were appointed as part-time staff for the Commission: Ruth Beach as Commission Chairperson, Shirley Angrist as Research Director and Carol Kaufman as Executive Director.

It should be emphasized here that the Commission on the Status and Needs of Women has functioned since its inception as an objective investigatory body and not as an advocacy group for women. Advocacy roles remained with CMU Academic Women, which underwent changes in leadership, membership composition and name shortly after the formation of the Commission. CMU Academic Women had been predominantly faculty; by early spring it began to actively recruit nonfaculty women and changed its name to Women of Carnegie-Mellon (WCM). This organization has flourished and has emerged as a strong voice for women on the campus. The Commission asked for and has included a report from WCM in a later chapter, along with reports from the Alumnae Task Force of WCM and from a Special Committee of the Association of Professional Office Women in Education.

The Commission on the Status and Needs of Women has devoted its efforts to meeting the comprehensive charge given it by President Stever in his authorizing memorandum of February 24. The charge is reproduced in full below:

> Recognizing the growing concern for the problems and needs of women in this academic community, I am establishing a campus-wide Commission and am giving the Commission the following charge:

(1) To examine all areas of University operations as they pertain to the general problem of the status of women, including: (a) the admission of women students both undergraduate and graduate, the placement services available to such students, the housing of women students, their treatment in the classroom, the educational and occupational counseling they receive and such other areas as the Commission may determine; (b) the employment, retention, promotion, and salaries of women on the faculty and staff, the distribution of males and females in various employment categories and such other matters as the Commission may determine.

(2) To recommend policies, procedures, organizational arrangements and special services which it believes will enhance the opportunities of women to achieve their personal and professional goals at Carnegie-Mellon University.

(3) To suggest the outlines of an affirmative action program designed to correct or ameliorate any discriminatory practices or unequal conditions discovered in the Commission's study.

(4) To recommend a continuing vehicle for monitoring the implementation of an affirmative action program and to suggest which offices within the University should be responsible for various aspects of implementation.

COMMISSION ACTIVITIES

It is convenient to discuss the activities of the Commission in two time periods; namely, the two months prior to the completion of our Preliminary Report in April 1971, and activities during the summer months to complete the final report.

During the period between February and April 1971 the Commission met at least weekly to plan and conduct its investigations. Typically, our procedures began with an interview between the administrator responsible for an area covered in the Presidential charge to the Commission (for example, Admissions, Placement, Counseling Center), the Commission Chairperson and one or two Commissioners who volunteered to head a

subcommittee for the area. Following these initial interviews, the administrators were invited to present data and respond to questions at public hearings conducted by the full Commission. The proceedings of these hearings, available in Commission files, contain a wealth of statistical data on University operations pertaining to women; they also contain much informative testimony from administrators in response to questions about policies and practices which might differentially affect men and women. In addition to these public hearings, the Commission held closed hearings at which individuals gave confidential testimony, and several special meetings with invited groups of students and faculty. Summaries of the group meetings are included in the appropriate sections of this report. Summaries of the confidential hearings are available only to the President and members of the Commission. The Commission was not constituted to serve as a grievance committee for individual women nor did it have time to try to resolve particular grievances due to sex discrimination. We heard individual complaints of discrimination in several areas: termination of employment without explanation; lower salaries and promotion opportunities for women than for men at comparable levels; lack of consideration of women for positions for which they were qualified (and hiring of women for positions beneath their abilities); subjecting women to threats of academic failure if they did not respond positively to the sexual advances of male faculty; nepotism policies operating against women; and less desirable dormitory conditions and regulations for women than for men. The individual cases were recorded in Commission files for consideration by the office or individual to be appointed to monitor affirmative action following the Commission's work.

Finally, the Research Director sought and obtained statistical data on employment conditions for women at CMU. She was assisted by the Commission staff, and relied heavily on data provided by the Vice President for Academic Affairs and the Vice President for Business Affairs, both of whom are members of the Commission, and the Director of Personnel Services at CMU. She was also assisted in the data collection by many other University employees.

The Preliminary Report, completed in April 1971, was sent, at President Stever's request, to all deans, department heads and directors with a request that written comments be sent to Dr. Beach or Vice President Kibbee. Many people across campus responded with long, thoughtful commentaries which were of great help to the Commission in suggesting data refinements and in letting us know how our findings were received. Most of the letters were positive, expressing encouragement for our activities. The few negative comments that we received pointed out that our preliminary data analyses were incomplete. In this final report we have made every effort to obtain complete data and to analyze it carefully, particularly data concerning CMU's women employees. We still lack much data on students and have made several recommendations in Chapter V that more student data be obtained in the near future by other groups.

During the summer months from May to September, we continued to analyze data already obtained, collected additional data in some areas and initiated follow-up-inquiries into areas about which questions remained from the Preliminary Report. We were helped by the comments of deans, department heads and directors who reviewed copies of the Preliminary Report in May. At a meeting with Vice President Kibbee on June 10, Commissioners discussed with him the administration's reactions to the 39 recommendations contained in the Preliminary Report and were pleased that some 15 were considered to be immediately acceptable. Since all but one or two of the remaining recommendations were considered potentially acceptable after they had been made more operational or in some other way refined, we devoted some time during the summer to refining these original recommendations.

A major recommendation by the Commission relates to item (4) of the President's charge in which we were asked to recommend a "continuing vehicle for the implementation of an affirmative action program". In the Preliminary Report, we had suggested the creation of a Monitoring Commission, to be administered by a newly appointed

Director who would report to the President. Dr. Kibbee suggested that any such office should carry responsibility for minorities as well as women and proposed a joint Office of Equal Opportunity (OEO). The Commission discussed this idea, revised its original recommendation accordingly and submitted it to President Stever on July 10, hoping that it would be possible to establish a functioning OEO by September 1, 1971. President Stever replied in a memorandum to the Chairperson of the Commission on July 16. In this memorandum, the President announced his intention to appoint Dr. Kibbee as the Director of an Office of Equal Opportunity to be effective September 1, 1971. None of the structure or concepts in the Commission recommendation were accepted; that a woman be Co-Director for Women's Affairs or that there be a Monitoring Commission for periodic evaluation of progress. Dr. Kibbee announced on July 27, 1971 his decision to accept the position of Chancellor of the City University of New York. Thus the structure of this office remains undefined although the President reiterated his intention to establish an Office of Equal Opportunity in his address to the faculty on September 8, 1971.

ORGANIZATION OF THIS REPORT

The major findings of the Commission are described in Chapter III of this report and summarized in Chapter [illegible] Supporting documentation is available in Commission files including tables, transcripts and other data. Two sections of the report include material which was not specifically requested by President Stever, but which has been approved for inclusion by the Vice President for Academic Affairs. These are Chapter II, a history of higher education for women at CMU, written for this report at the Chairperson's request by Dr. Joan Burstyn, and a section of Chapter III, which includes reports from women's groups--the Alumnae Task Force of the Women of Carnegie-Mellon, the Association of Professional Office Workers in Education and the Women of Carnegie Mellon (WCM). The WCM report contains selected questions and answers from each of three hearings sponsored by WCM during July and August

at which their members questioned the Director of Personnel, the Vice President for Academic Affairs and the Treasurer of the University. Chapter IV presents the recommendations for a continuing monitoring vehicle which were submitted to President Stever in July 1971. Chapter V presents specific recommendations to correct or ameliorate any discriminatory practices.

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CHAPTER II. EDUCATIONAL EXPERIENCES FOR WOMEN AT CMU: A BACKGROUND

INTRODUCTORY COMMENTS

Dr. Joan Burstyn has written an historical review of the education of women at CMU which is presented in this chapter. Her work clearly indicates that earlier academic programs in which most students were women have had little long range success here. The recent decision to phase out Margaret Morrison Carnegie College by 1973 was preceded historically by decisions to abandon the predominantly female schools of social work, nursing, and library science. Also, since the total percentage of degrees awarded to women has declined over the past decades, it is evident that the loss of women students caused by the elimination of these predominantly female programs was not compensated by any significant increase in the percentage of women students who graduated from co-educational programs.

The inescapable conclusion must be that educational opportunities for women have been steadily declining at CMU. This fact, which serves as the starting place for several specific Commission recommendations, needs to be carefully interpreted. From Dr. Burstyn's report it is obvious that CMU never had a formal policy of eliminating programs simply because they were more attractive to women than to men. Each decision to abandon a predominantly female program was defended on educational and financial grounds, not through appeals to male supremacy. However, the failure

of the University to develop alternative programs which would provide educational and occupational opportunities for women, and which would also meet educational and financial constraints suggests that in the past, CMU has been indifferent, at best, towards keeping women on campus.

The Commission hopes that one consequence of its report will be to reverse those trends; we hope that our findings will turn campus indifference into active support for women's education at this University. We do not necessarily have in mind exclusively all-female programs; these have the advantage of providing women with a wide range of roles (as students, faculty, administrators) but they carry the danger of acquiring second class status on a predominantly male campus. The Commission particularly advocates increased opportunities for women students in co-educational programs. Specific recommendations regarding program development are in Chapter V; here we wish only to emphasize that Dr. Burstyn's valuable review indicates clearly that if educational opportunities for women are to thrive at CMU we will need to reverse past trends. The first step in that direction must be a strong public commitment by the University to develop high quality educational programs attractive to women.

A BRIEF HISTORY. BY JOAN N. BURSTYN

The history of Carnegie-Mellon University has been a continuous modification of the vision of its founder, Andrew Carnegie. In founding the Carnegie Technical Schools, writes Henry C. Zabierek, "All Andrew Carnegie had contemplated was a school for good mechanics, primarily, if not exclusively, for the young people of Pittsburgh."(2) By 1920 the educa-

tional objectives of the schools (known after 1912 as the Carnegie Institute of Technology) had been broadened to provide more than mere practical training for a job, and over half the students came from outside the city of Pittsburgh. The most recent changes were those of 1967 when "Carnegie Tech" became Carnegie-Mellon University, the Division of Humanities and Social Sciences became a College, a new School of Urban and Public Affairs was established and the decision was made to abolish by 1973 the Margaret Morrison Carnegie College for Women.

This last decision affected drastically the position of women at CMU. For many it meant painful personal readjustments, but to evaluate its significance in more than personal terms one needs to look historically at the changes at Carnegie Institute of Technology in relation to the ambitions of women in society at large. In retrospect the changes at Carnegie can be seen to have had two major results: the replacement of practical training by a more liberal concept of education, which has resulted in the strengthening of humanities and social sciences on campus; and the growth of graduate education, particularly in those departments which could attract outside funds and maintain a strong commitment to undergraduate teaching.

Under President Doherty (1936-1950), the move towards a liberal concept of education begun before 1920 was accelerated. Aided after 1946 by Elliott Dunlap Smith, Provost and Maurice Falk Professor of the Humanities and Social Sciences, President Doherty pioneered at Carnegie a plan for liberalizing the professional education of engineers and scientists. The social relations program for engineering and science undergraduates was expanded and integrated into their major program. Shortly afterwards a similar scheme was introduced in the general education courses for Fine Arts students.

An even more radical expansion took place in Margaret Morrison Carnegie College.

In his report for the academic year 1946-1947 the Provost gave three reasons for his difficulty in keeping teachers in the Division of Humanistic and Social Studies at Carnegie Institute of Technology. Pittsburgh was an unpleasant city to live in; the city provided poor research facilities for people working in the humanities and no opportunities existed at Carnegie for the humanities faculty to teach advanced courses, as they could at a liberal arts college. Dr. Smith moved rapidly to eliminate the last of these reasons--the only one over which the Institution had any real control. The committee of which he was chairman suggested that the Department of General Studies in Margaret Morrison Carnegie College be reorganized. As a result, undergraduate options in social science and education, previously offered in the Department of Social Work, were transferred to the Department of General Studies, and all Margaret Morrison Carnegie College students who were not interested in professional training worked from then on for a degree in general studies. There was no student resistance to curricular changes which gave the students in Margaret Morrison Carnegie College 44 percent of their courses under the faculty of the Division of Humanistic and Social Studies, as compared to 25 percent in the Colleges of Engineering and Science and of Fine Arts.

> To handle the additional load, the number of faculty members in the academic departments of the Division doubled between 1945 and 1950. Not only did the faculty of the Division increase in number, but the quality and intensity of teaching was readily noticeable, and, as measured by scholarly publications, there was evidence of greater selectivity in choosing and retaining members of the instructional staff.[2]

Thus the reorganization of the Department of General Studies in Margaret Morrison Carnegie College was a major factor in strengthening the Division of Humanistic and Social Studies, since it gave to the Division's faculty their first constituency of upperclass students majoring in the fields they taught. However, some outstanding differences remained between

the Humanities faculty and their colleagues in Engineering and Science: the former taught only women in advanced level courses; their constituents majored in general studies rather than in a specific subject; and they taught no graduate students.

How did it come about that only women at Carnegie Institute of Technology were offered a general studies degree? The Institution had begun with an intent which was strictly vocational. The School of Fine and Applied Arts was to produce workers skilled in the industrial application of the plastic arts, and Margaret Morrison Carnegie College for Women was "to provide vocational training in secretarial studies, household economics, costume design and general science."(3) Yet even from the beginning the seriousness of this vocational education for women could be questioned. Unlike Drexel Institute, founded a decade earlier with similar intentions, Carnegie Institute of Technology did not open secretarial studies and household economics to men as well as to women. The original aims of Margaret Morrison Carnegie College for Women were to prepare women as wives and mothers "to inspire the home" as well as to prepare them for a vocation.

After World War II the aspirations of the Division of Humanistic and Social Studies for its own constituency of equal standing with those of the colleges came together with the aspirations for a general education of most women students, persuaded by the ethos of the time that marriage and motherhood were a sufficient career for an educated woman. With the growth of affluence after long years of depression, many women no longer felt compelled to seek training for employment, or when they did, were prepared to postpone it until graduate school. Those men who were also willing to postpone professional education until graduate school did not generally come to Carnegie Institute of Technology for their first degree. The engineering and science departments after the Second World War expanded their graduate programs enormously, but, as in any expanding institution, they did not

wish to take the majority of students from their own undergraduate body. It appears, then, that women were more ready than men to accept a non-professional program at Carnegie, and that the departments which prepared only for professional work were the most vulnerable on campus: their students were all too willing to provide a constituency for the humanities and social science faculty.

As Elliott Dunlap Smith had noted in the 1940's, one reason it was difficult to keep humanities teachers at Carnegie was that courses in the humanities and social sciences were interdisciplinary. Few institutions produced graduates competent to teach such courses, and most college teachers saw the road to advancement in their profession through published research in a single discipline. As the years passed pressure mounted at Carnegie, from women students with aspirations for graduate study as well as from faculty, for the general studies program to be abandoned. From 1962 Margaret Morrison Carnegie College students taking general education courses were able to graduate in specific subjects: economics, psychology, social studies, English, technical writing, modern languages and history. This was another step towards developing parity between the faculty in the Division of Humanistic and Social Studies and those in the College of Engineering and Science. Further steps were taken in 1968 when the Division became the College of Humanities and Social Sciences and men were accepted along with women as undergraduate students.

The humanities and social sciences were not the only non-professional subjects to leave Margaret Morrison Carnegie College in 1968; the natural sciences moved also. Though courses in the College of Engineering and Science had been opened to women during World War II and remained open to them afterwards, until the 1950's most women at Carnegie were enrolled in Margaret Morrison Carnegie College where a general science program was offered. Since the general science program was never very popular, after 1957 the

faculty who taught it in Margaret Morrison Carnegie College were transferred to the College of Engineering and Science. A titular program in natural sciences was established in Margaret Morrison Carnegie College in which women took courses offered by the College of Engineering and Science, and in 1965 an M.A. in natural sciences was established. In 1968 the natural sciences programs were transferred to the College of Engineering and Science.

The reversal by the Supreme Court in 1954 of Plessey vs. Ferguson (1896) showed that the wider society perceived separate education to be inherently unequal. The response at Carnegie was not, as it might have been, to open the professional and non-professional courses in Margaret Morrison Carnegie College to men, but to terminate professional courses for women, to transfer non-professional courses to other colleges and to close Margaret Morrison Carnegie College altogether. The transfer of courses out of Margaret Morrison Carnegie College assured women students of an integrated education with men, but for women faculty the change was less auspicious. Although there had never been a policy that faculty of Margaret Morrison Carnegie College should be women, in fact many were, and concomitantly there were few women faculty in other colleges, with fewest in the College of Engineering and Science. Those women faculty in the rank of assistant professor and above who were transferred out of Margaret Morrison Carnegie College into the College of Engineering and Science by the changes in the science programs at the end of the fifties were soon terminated or retired. The number of women faculty in the Departments of Physics, Chemistry and Biological Sciences in the ranks mentioned above went from six in 1964-1965 to zero in 1971-1972.

The liberalizing of education at Carnegie was accompanied by the growth of graduate programs. Because such programs are expensive to run, the Institution expected either

that they be supported by outside funds or that they benefit undergraduate teaching and thereby justify the use of internal funds to run them. The pattern for graduate programs on the campus was set by J. C. Warner when he was Dean of Graduate Studies in Engineering and Science. After 1948 he fought successfully to maintain the level of financial assistance for graduate students first made possible in 1945 by federal financing of veterans. Following President Doherty's example, Warner obtained named fellowships from industrial corporations, and he encouraged applications for foundation and government research funds. In 1936, the year Doherty became President, only 20 students graduated from Engineering and Science with master's and doctor's degrees; by 1950 there were 122. Women did not benefit from this increase; where none received a graduate degree in 1936, only one woman

Table 1. Graduate Degrees, Engineering and Science

Period	Total	Number of Degrees Awarded to Women	Percent Degrees Awarded to Women
Masters			
1946-1962	1498	36	2
1963-1970(1)	1307	50	4
Doctorates			
1946-1962	629	18	3
1963-1970	637	17	3

(1) After 1968, this figure includes M.A. in natural sciences, previously in figures for Margaret Morrison Carnegie College for Women.

did so in 1950. Table 1 shows that the number of women in the graduate programs in the College of Engineering and Science has increased only minimally even during the last

Table 2. Women Doctoral Graduates[1] in Engineering and Science 1945-1970
Professional Positions as listed with Alumni Association, 1971

Subject of Degree	Total of Women Graduates	Professional Position	
Physics	6	University-Lecturer	1
		Federal Employment	1
		Private Corporation	1
		Housewife	3
Mathematics	6	University - Full and Assistant Professor	2
		Housewife	3
		Unknown	1
Chemistry	13	College or University - including 2 Full Profs.	3
		University Research	3
		University, Research and Administration	1
		Unknown Position, College	1
		Federal Employment	1
		Private Corporation	1
		Housewife	1
		Unemployed	1
		Deceased	1
Electrical Engineering	1	Private Corporation	1

[1] Only 26 out of 35 have been traced in this table.

eight years. Although there is no evidence that Carnegie Institute of Technology encouraged women to apply for graduate study in Engineering and Science, it is also clear that the small number of women graduating mirrors a lack of interest in science manifested by women in society at large, for reasons suggested by Roe,[4] White,[5] Burstyn.[6] One reason is that women students in engineering and science find few role models amongst college faculty. Information about 26 of 35 women who have received doctorates in engineering and science from Carnegie suggests that qualified women, even when they come from such a prestigious

institution as our own, find career difficulties (See Table 2). Of nine women affiliated to a college or university, only five hold any professorial rank. Only one of the 26 women has ever been employed by Carnegie-Mellon University, and she was not given faculty rank but was called a lecturer.

If women on campus have not benefited as much as men from the growth of graduate programs in engineering and science, have they benefited more from the growth of graduate programs in other areas? The data show that they have not. From 1939 until 1953 a master's program in social work existed in Margaret Morrison Carnegie College, which, though a majority of its graduates were women, was the earliest program in that College to accept men. Between 1946 and 1948 the program was expanding; more opportunities for field experience and new courses were offered. However, when J. C. Warner became President in 1950 he inherited from his predecessor a small budgetary deficit which he was determined to eliminate. The new President's annual reports were very different in style and in tone from those of President Doherty. In style they were more unified, for they did not include separate reports from the Deans and from the Provost; they are therefore less revealing for the historian. In tone they were more anxious about financial affairs. The 1949-1950 deficit was met by dipping into the income reserve fund. When a reduced deficit in 1951 was followed in 1952 by another of $2,133.76, the President announced decisions to raise tuition in all colleges by $80.00 and to terminate the master's program in social work. The annual report of 1950-1951 explained the latter decision as follows:

> The cost of our program in Social Work in MMCC, which includes a two year program of graduate work leading to the degree of Master of Science in Social Work, was substantially higher than that of the undergraduate programs in that College. Thus it was a drain on our resources. Accordingly, the Trustees considered possible solutions to this problem and decided to discontinue the Department as of June 30, 1953, when commitments to faculty and students had been met. After the announcement, many letters were received praising the work of the Department and regretting

> its discontinuance. A committee of social work graduates conferred with the President in an effort to find some other feasible solution, but none could be found. Although the Trustees reconsidered the question, they could find no basis for any other action, the decision being dictated by the demands of economy. (Annual Report 1951 - 2:4)

The graduate program in social work did not meet the criteria for success at Carnegie: it neither attracted outside funding nor benefited undergraduates.

A second graduate program which had attracted more women than men students was also terminated after some years. Library science, a bachelor's program from 1930 until 1948, became a master's program from 1949 until 1962 when the School of Library Science moved from Carnegie Institute of Technology to the University of Pittsburgh. Ostensibly the move was made because it was decided at Carnegie that an institute of technology was the wrong environment for a library school, a curious decision when information retrieval was just developing into a major field of computer science. The first inkling that all was not well had come in 1956 when the American Library Association recommended that the Institution should enrich the quality of its program. Then in 1959 the Carnegie Institute let Carnegie Institute of Technology know that it was no longer able to help support the program. A decision had to be made: either the program had to be brought entirely onto the campus or it had to be abandoned. As the President wrote in the Annual Report (1961-1962):

> It would not be appropriate to bring the school to the campus and to support it with funds needed for other operations (p. 27).

The program, therefore, was abandoned at Carnegie in 1962.

Some readers, when studying the demise of the master's programs in social work and library science, might interpret these events as a deliberate attempt by the administration at Carnegie to stifle graduate education for women. Such an interpretation, however,

seems overstated. President Warner's deliberate policy was to move graduate study into the arena of pure and applied research, away from strictly professional training, and to encourage those programs which attracted financial support from outside or which served to strengthen undergraduate programs. Following these criteria, in addition to the bachelor's program for women in home economics education, he supported the institution of a master's program in 1964. This program, never large, will be abandoned by 1973 with the closing of Margaret Morrison Carnegie College. Had the aspirations of women been the controlling factor in decisions of what to do with graduate programs in social work, library science and home economics, these programs would not have been terminated since they all flourish at other institutions.

The desire to move graduate study away from applied fields and into research provided another opportunity for the Humanities and Social Sciences faculty to strengthen its position on campus. Master's programs were established in English and history; their first students graduated in 1965. A new degree called the doctor of arts was also established as a terminal teaching degree. Though not confined to departments in the College of Humanities and Social Sciences, it gave to the faculty of that College its only doctoral students. The D.A. program did not establish the break with applied research that a Ph. D. program would have done, but it and the M.A. and M.S. programs did attract outside funds for their support. Table 3 shows how many women have graduated so far from the graduate programs in the College of Humanities and Social Sciences and what proportion they are of the total number of graduates. The proportion in English is almost the inverse of that in history.

Two other areas in which there has been an expansion of graduate work are the Graduate School of Industrial Administration (which includes advanced degrees in psychology) and the College of Fine Arts. Tables 4 and 5 show the number of women who have graduated

Table 3. College of H&SS, D.A. and M.A. Degrees Awarded 1969, 1970 and 1971[1]

Degree	Total	Number of Degrees Awarded to Women	Percent Degrees Awarded to Women
English M.A.[2]	115	84	73
English D.A.	4	3	75
History M.A.[2]	132	41	31
History D.A.	12	2	17

(1) This table includes figures for 1971.

(2) From their inception in 1965 until 1966 M.A. degrees in English and history were awarded in Margaret Morrison Carnegie College.

from these programs and the proportion they bear to the total number of graduates. The proportion of women receiving degrees from the Graduate School of Industrial Administration is the lowest of any College on campus. The first woman Ph. D. (in psychology) graduated in 1971 and women received only two percent of the master's degrees between 1963 and 1970. In the College of Fine Arts the percentage of women among Master's recipients dropped slightly in the period 1963-1970 from what it had been in 1946-1962, from 28 percent to 24 percent. Women have obtained only six percent of the doctorates in Fine Arts first granted in 1965.

Table 4. Graduate Degrees, College of Fine Arts

Period	Total	Number of Degrees Awarded to Women	Percent Degrees Awarded to Women
Masters			
1946-1962	221	62	28
1963-1970	237	58	24
Doctorates			
(None awarded prior to 1965)			
1965-1970	16	1	6

Table 5. Degrees, Graduate School of Industrial Administration

Period	Total	Number of Degrees Awarded to Women	Percent Degrees Awarded to Women
Masters			
(None awarded prior to 1950)			
1950-1962	287	0	0
1963-1970	402	7	2
Doctorates			
(None awarded prior to 1957)			
1957-1962	16	0	0
1963-1970	75	0	0

Table 6. Master's Degrees in Margaret Morrison Carnegie College

Discipline	Total	Number of Degrees Awarded to Women	Percent Degrees Awarded to Women
Social Work			
1946-1953	92	52	57
Library Science			
1949-1962	422	343	81
Home Economics, Natural Sciences, English and History 1965-1968	125	83	66

The overwhelming majority of graduate degrees from Carnegie Institute of Technology awarded to women prior to 1962, when the Library School left the campus, were in social work and library science (compare Table 6 with previous tables). Though new programs have been introduced since 1962 either specifically for women or in fields which attract them in reasonable numbers, the proportion of women receiving master's degrees has dropped from 20 percent for 1946-1962 to nine percent for 1963-1970 (see Table 7). Such a drastic change leads to the conclusion that the replacement of practical training and the growth of graduate programs in areas not narrowly vocational has been effected at the expense of women, whether or not in response to deliberate policy.

Table 7. Graduate Degrees, Carnegie-Mellon University

Period	Total	Number of Degrees Awarded to Women	Percent Degrees Awarded to Women
Masters			
1946-1962	2520	500	20
1963-1970	2189	201	9
Doctorates			
1946-1962	645	11	2
1963-1970	738	18	2

Note: The year 1962 is taken as the dividing date in these tables because that was the year that the graduate program in Library Science moved from the Institute of Technology to the University of Pittsburgh. No tables go back beyond 1946, the first year after World War II, although many programs originated before that date.

Some Implications for Policy

I think we should be clear what our mindset has been with regard to women's status. The main strength of Carnegie Institute of Technology was engineering and science. By tradition these have been masculine endeavors. Carnegie Institute of Technology was renowned nationally for its work in engineering and science; the Institute did not perceive that its national reputation was enhanced by any activities of its women's College. Although Carnegie-Mellon University has decided to abandon segregated education and open courses in all departments to students regardless of sex, the University has been unable, or unwilling, to free itself of its masculine image. The most powerful departments seem to be

the ones which employ few women; the least powerful seem to be those which employ most women. There is a self-perpetuating cycle, because departments which pride themselves on their strength offer few incentives either to women faculty or women students. Without a greater number of women students in them now, there is little likelihood of finding more qualified women to become faculty members in them in the future.

There is another element in this cycle. In the continual power struggle which takes place on any campus an equilibrium is found by balancing separate interests. At CMU, non-scientific areas are continually under pressure to justify their existence; they are continually trying to "prove" their importance. There are, apparently, two ways to do this. First, the area may point to the "hard" research carried out by members of its faculty. Taking their cues from the sciences and engineering, even those areas least well served by quantitative techniques, group research or practical applications, may find themselves encouraging this kind of work at the expense of something longer term, more individual and less productive of separate publications. The humanities and fine arts, it should be noted, cannot easily compete in this way; it is difficult for them so to subvert the nature of their endeavors that they can "prove" their importance by competing with science and engineering in "hard" research.

Therefore they have to resort to the second method. (The two methods are not exclusive; most departments, I suggest, resort to both). Since a second attribute of science and engineering is that they have a "masculine" image, another way to "prove" that one is as professional, as important as they are, is to project a "masculine" image also. We have to admit to ourselves the depth of the feelings in our society, feelings whose historical origins can be traced easily, that professions with large numbers of women in them are somehow less professional than those with fewer women; that a profession which encourages

women to enter it ends up by not being able to command high salaries. Certainly the salary structure at CMU would seem to bear out the validity of such feelings. Most women faculty members have not been able to command the same salaries as men; the most "masculine" departments contain the faculty members with the highest salaries. Therefore it seems to be to a department's financial benefit to augment its "masculine" image. While dealing ostensibly with the status of women, Carnegie-Mellon University will have to consider the underlying implications of women's present status for the future status of faculty members of both sexes in non-scientific areas.

If the proportion of women students or women faculty is to change then certain questions have to be raised and answered. Why has the proportion of women to men on the campus been allowed to decline? Should the University now change the proportion and by how much? Should the University develop new curricula at graduate and undergraduate levels specifically to capitalize on the interests of women, and men, who presently do not attend this University? Would the University be well served by a decision to raise the proportion of women students on campus by encouraging more women to apply to Fine Arts and H&SS while maintaining present recruitment policies in CIT and MIS? What results would such a decision have on faculty and student morale in Fine Arts and H&SS? Would the University be well served by a decision to raise the number of women students by encouraging CIT and MIS to change their present recruiting policy so that they more actively solicit applications from women? Should women in those colleges be provided special counseling services to counter the pressures which cause many of them to leave science and engineering in mid-career? Similar questions can be raised with reference to increasing the proportion of women faculty. If nothing is done to place the onus of recruitment of women on each department,

powerful departments might argue that they looked for qualified women but could find none, and they will leave the less powerful departments to fulfill the whole of the University's commitment.

Notes:

1 Henry C. Zabierek, "Interests transcended: The early history of Carnegie Tech," Western Pennsylvania Historical Magazine, 53, #4.

2 Glen U. Cleeton, The Doherty Administration, 1936-1950 (1965), 125.

3 Zabierek, "Interests transcended," 352.

4 Ann Roe, "Women in Science," Personnel and Guidance Journal, 54 (1966): 784-787.

5 Martha S. White, "Psychological and social barriers to women in science," Science, 170 (1970): 413-416.

6 Joan N. Burstyn, "Women in American Science," Actes du XIe Congres International d'Histoire des Sciences (Warsaw, 1968), 2: 316-19.

The help of Vincent Misitano is gratefully acknowledged. He collected data for the tables in this chapter from the Alumni Office and the Registrar's Office.

CHAPTER III. MAJOR FINDINGS OF THE COMMISSION

FINDINGS REGARDING WOMEN STUDENTS

Women In The Student Body

As of Fall 1970, there were 4560 students at CMU, distributed among the seven colleges, including both graduate and undergraduate students. Approximately one-fourth of the total student body is female (29 percent of the undergraduates and 13 percent of the graduate students). Table 8 reflects the distribution of men and women by college.

Table 8. Fall 1970 Enrollment

College	Percent Women	Percent Men	Total Enrollment
MMCC	98	2	119
H&SS	58	42	734
CFA	39	61	933
SUPA	18	82	28
CIT-MIS	8	92	2444
GSIA	2	98	302
Total Undergraduate	29	71	3184
Total Graduate Student	13	87	1376
Total CMU Enrollment	25	75	4560

Margaret Morrison Carnegie College, an undergraduate college for women which will be discontinued after 1973, has 98 percent women; Humanities and Social Sciences, the

only other college in which women are a high proportion, has about three-fifths; Fine Arts (FA), about two fifths; the School of Urban and Public Affairs (SUPA), about one-fifth; Carnegie Institute of Technology (CIT) and the Mellon Institute of Science (MIS), less than one-tenth; and the Graduate School of Industrial Administration (GSIA), only one-fiftieth.

There has been a long term trend for the representation of women to decrease in the overall student body. This trend is evidenced by the undergraduate degrees awarded to women over six decades (See Table 9). In the early life of the University up to 1920, 30 percent of bachelors degrees went to women. The proportion rose to about 40 percent in the 1920's and 1930's. The decline which set in during the 1940's has continued steadily. In the 1950's and 1960's women received only one quarter of undergraduate degrees.

Table 9. Number of Degrees Awarded in Six Decades and Percent Awarded to Women

Decade	Undergraduate Degrees	Percent to Women	Master's Degrees	Percent to Women	Doctor's Degrees	Percent to Women
1912-1920	1189	30	10	40	-	-
1921-1930	2944	40	121	7	1	-
1931-1940	4853	42	290	13	27	-
1941-1950	5536	32	758	22	124	1
1951-1960	6067	25	2484	19	424	2
1961-1970	6567	26	2634	10	864	1

At higher degree levels, there was early fluctuation in Master's degrees, but again the proportions awarded to women began to decline in the 1940's from 22 to ten percent. Among the doctorates awarded, women never received more than two percent. The general pattern of decline is most striking because it occurred simultaneously with the clear-cut expansion in the total number of degrees awarded by the University.

Carnegie-Mellon Action Program

Black women students participate in the Carnegie Mellon Action Project (CMAP). Although the Commission held some preliminary discussions with CMAP administrators, it is not qualified to assess the status and needs of women CMAP students. Rather, the Commission recommends that the Office of Equal Opportunity should plan to study the possibility of sex discrimination in the CMAP program and black women educators should be invited to participate in such a study.

The Commission did note that women students in CMAP may experience special problems as a result of the widely held belief that black women have traditionally exceeded black men in academic and professional achievement and that they consequently need less assistance. As a result of this concept of the "black matriarchy", some of the programs designed to assist black students may give preferential treatment to men students.

If this initial impression proves correct through more systematic OEO studies, serious thought must be given to whether the University wishes to permit a special program to discriminate against women regardless of the sociological reasons advanced as justification.

Some Women Students' Perception of Their Academic Environment

Several Commissioners met with groups of graduate and undergraduate students to discuss classroom conditions, including the attitudes of teachers and advisors toward women students. They tried to identify any areas where the students believe discriminatory policies or practices exist.

The women graduate students commented that they experienced little discriminatory behavior because of their sex. They occasionally are subjected to derogatory remarks from some faculty members reflecting a low opinion of women as graduate students. They also noted that unless a woman is very aggressive in group activities, she tends to be ignored by both professors and male graduate students.

Undergraduate women appear to believe that there is discrimination at CMU of various forms. Some commented that a number of Departments in Fine Arts have overt discriminatory practices in admissions; e.g., women are discouraged from enrolling in the technical and directing options in the Department of Drama. H&SS and MMCC women feel that many people outside their Colleges view their curricula as intellectually less demanding than the curricula offered in CIT and MIS. The students believe that this perception has an adverse effect on performance. They cite instances where professors from CIT and MIS, who teach science and math courses for H&SS and MMCC students, simplify the courses. They then tell the students that the courses have been simplified for them, implying that the students are incapable of handling a more stringent curriculum. One student reports that although she came to CMU equipped to handle demanding courses in science and math, after such experiences she began to fear these courses and to doubt her own ability to deal successfully with them.

Furthermore, women from MMCC and H&SS think that the vocational guidance they receive from advisors, deans and the Bureau of Placements is poor. As freshmen, MMCC and H&SS students are told to take fundamentals of math rather than calculus, thereby creating a cycle which makes them less equipped to deal with demanding science and math courses. Since nearly all departments in H&SS are becoming more quantitatively oriented, the creation of this cycle in the freshman year makes the women ill-equipped to handle courses within their majors as well as outside their departments. Some senior women say that they have been discouraged by professors and advisors from applying to graduate schools. They have even been told that they should get married instead. The women believe that the Bureau of Placements offers little assistance to graduating MMCC, H&SS and CFA women, other than advising them to become secretaries.

These comments are anecdotal and not representative of all students on the campus since only a limited number of students were interviewed; but they do point up a fundamental issue which will require long term consideration. Women students perceive that their value academically and professionally is often estimated by others on the basis of sex or academic field rather than ability or performance. In a University setting, where presumably one goal would be to develop human potential, such "classification", even in a few selected areas of activity, would seem self-defeating and undesirable. If the University is to prepare all of its students for the roles that our changing society will demand and require, it must address itself to the task of creating an academic environment which will bring both men and women to view the individual's (not the man's or woman's) potential to perform in the modern world and to be receptive to new kinds of social conventions and institutions. The University needs to study the academic environment at CMU and its effects on a continuing basis; it is essential to develop awareness in the faculty and staff that stereotyped and preconceived ideas of appropriate roles for women and men can be educationally detrimental.

Specific University Operations

Admissions

General information on Carnegie-Mellon University's application procedures for undergraduate study is contained in the undergraduate catalog; application procedures for graduate study are described in the graduate study brochures.

The Departments in the College of Fine Arts require portfolios and auditions, except the Department of Architecture which requires applicants to take the Architectural Scholastic Aptitude Test or the pre-college summer course in Architecture.

The process of determining which applicants will be offered admission was described by the Director and Associate Director of Admissions in discussions with Commission menbers and in Public Hearing #2 on April 1, 1971. The Admissions Office supplied data on the number of undergraduate applications received by college and by sex, and the number of applicants admitted for the past three years. The data for 1969 are summarized in Table 10.

Table 10. Percent of Women Applicants and Transfers Admitted in 1969

College	Total Applicants	Percent Women Applicants	Percent Women Admitted	Percent Women Enrolled (1)
CIT & MIS	1552	10	10	10
H&SS	513	72	71	67
CFA	1081	53	39	38
Transfers:				
CIT & MIS	107	12	20	
H&SS	76	55	72	
CFA	218	45	39	

(1) Includes both regular applicants and transfers.

For all colleges except Fine Arts, the Admissions Office has complete responsibility for the admission process (receiving applications, evaluating the applicant's test scores and academic record to predict performance at CMU, deciding upon individual admittances, notifying the applicants and receiving confirmation of acceptance from the student). Women have been admitted in proportion to the number of women applicants in CIT, which until this year included MIS. Thus in the engineering and science disciplines

the Admissions Office process does not appear to discriminate against women. However, there was no way to judge whether women applicants might be better qualified or might perform better relative to men with the same qualifications. Records and information retrieval were inadequate for analysis of possible differences between the sexes in qualifications and performance. It would be desirable to compare the average scores and predicted factors of men and women applicants.

For Carnegie Institute of Technology and Mellon Institute of Science over 70 percent of the applicants are offered admission. Thus the probability of being admitted is high. The task is to attract more women applicants.

Admissions personnel are highly aware of the need to recruit more applicants generally. They try to counteract the lack of public knowledge about the variety and quality of programs offered at Carnegie-Mellon University. However, no particular efforts have been made to recruit more women students. Admissions personnel believe that they would be aided in their recruitment efforts--especially with regard to women--if the departments would provide better information about career opportunities for their graduates. In the field of architecture, for example, there are several career options--architectural history, law, library science--which young women might find more appealing than that of the practicing architect; and the architectural program at CMU allows students the flexibility to develop individual academic programs which will lead to different career possibilities. The recommendations in Chapter V relate to the need to encourage larger numbers of qualified women to apply for admittance and to admit more women to programs where few women are now being trained.

In other colleges, more selection of women is possible, since a lower percentage of applicants is offered admission; in Fine Arts, the rate is under 40 percent; in Humanities and Social Studies, the rate is 50 percent or higher.

In 1970-1971 an effort was made to increase the percentage of men in the Humanities and Social Sciences College; this resulted in a larger percentage of men being admitted than the percentage of male applicants. The decision to increase the percentage of men in Humanities and Social Sciences even if that means admitting less qualified applicants is interesting in view of an apparent lack of effort to increase the percentage of women in Carnegie Institute of Technology and Mellon Institute of Science. Does the University believe that it is essential to have male students to have a good program but it is not equally essential to have female students?

In the College of Fine Arts, the Departments (except for Architecture) determine who will be admitted on the basis of an evaluation of applicants' talent by the faculty in the department. Yet data for the College of Fine Arts shows that about 15 percent fewer women are admitted than apply. When data for 1970 was refined by department, the consistent pattern of admitting proportionately fewer women to study held only in three departments: Design (57 percent applicants and 42 percent admissions were women) Drama (63 percent applicants and 42 percent admissions) and Painting and Sculpture (72 percent applicants and 53 percent admissions). Table 11 shows these patterns. Because of these discrepancies between applicants and admissions, the Commission requested further information on admissions procedures and criteria from these departments.

Table 11. Percentage of Women Applicants and Admissions 1970-1971 for College of Fine Arts

Department	Total Applicants	Percent Women Applicants	Percent Women Admitted	Percent Women Enrolled
Architecture	233	14	18	15
Design	171	57	42	41
Drama	455	63	41	42
Music	148	57	59	68
Painting and Sculpture	249	72	53	53
Total	1256	54	40	44

(1) The data for 1969-1970 were similar

Admissions for Selected Departments in College of Fine Arts

Drama

The educational policy in the Drama Department is to have main stage productions from all periods of play-writing. Until recent years, most playwrights wrote plays that had more male roles than female roles. Historically, males enrolled in the acting option have dropped out in greater numbers than females by the senior year when acting majors appear in main stage productions. In order to insure that by the senior year there are roughly half female and half male students, the Drama Department admits a higher proportion of men than women in the freshman year and through transfers. The Department claims that even though this decision to discriminate against women is a

firm one, in 1971-1972, 25 women (50 percent total admissions) were offered admission because the women applicants were exceptionally qualified. There is no need for more men than women in any of the other options in the department. The Head of the Department provided the data in Table 12 on women admitted to all options.

Table 12. Department of Drama Applications and Admissions 1970-1971

	Total	Acting	Dance	Design	Directing	Production
Number of Applicants	455	335	29	34	33	24
Percent Female	63	68	79	53	42	12
Number of Auditions	383	281	23	34	24	21
Percent Female	61	67	84	53	37	9
Number Offered Admission	85	46	10	9	6	14
Percent Female	42	41	80	45	33	14
Number Registered	52	32	6	2	5	7
Percent Female	43	44	83	0	40	14

Thus it appears that even in the other options there is an inclination to select men over women.

Design

There are two options in design -- graphic design and industrial design. The Department has tried to maintain a one-to-one ratio between men and women in the graphic design option. Attracting men to this option has not been difficult to achieve. It has been difficult to attract women to the industrial design option. Many students who make

an initial application to Carnegie-Mellon University to study design have a different concept of design than the concept in the Department. The Department Head believed this to be truer of women than men since women tend to be interested in fashion illustration and interior design. There was also some concern expressed by the Associate Department Head about the difficulty of placing women in a profession which requires up to two years practical training with an organization to reach a satisfactory performance level. The Department was unable to provide data on the number of applicants for each option or on the number of applicants not admitted due to their interest in a program other than those offered by the Department. It remains unclear why Design admits proportionately fewer women than the percentage who apply to that Department, independent of the option chosen. The University should keep records so that over time it could determine whether or not the lower percentage of women admitted to study in the Department of Design is for reasons of ability and suitability of the program to their needs rather than because of sex.

Painting and Sculpture

Past practice in the Department of Painting and Sculpture has been to have eight to ten faculty members evaluate the work of the student applicants. The professor who discussed this process with Commission members said that it is difficult to place a numerical value on these faculty judgments of the students' abilities or talents. In his opinion the men applicants tend to be "stronger" than the women applicants; he thought this might be due to the reluctance in our society for men to go into art so that those who have decided to do so by college age have had to be fairly sure of their interest and

ability. He also said that more men drop out to "do their own thing" than women. No records were available to confirm the higher abilities of the men, the higher attrition rates or to show that faculty are evaluating solely on criteria other than sex. The admissions staff had indicated in the open hearings that Painting and Sculpture was trying to achieve a ratio of one-to-one between men and women. The Commission can find no justification for this arbitrary proportion in either Painting and Sculpture or the graphic design option of Design. The University has made no effort to increase the percentage of women in the colleges where there are very few women. Yet in these departments where there is an average of 60 percent women applicants, the University makes an effort to raise the percentage of men to over 50 percent. If attracting talented persons is the aim, portfolios should be evaluated without additional information concerning the applicant's sex, race, age, nationality or religion.

Admission to Graduate Study

Information on admission to graduate study was obtained from each department with a graduate program. Women are consistently admitted in slightly higher proportion than the number who apply (see Table 13). Two percent of the applicants to CIT in 1971 were women and four percent of those admitted were women. In the College of Fine Arts it was 25 and 30 percent respectively. But there is again the problem of few women applicants. Each department said that no efforts had been made to recruit women in the past. GSIA and SUPA have indicated plans to recruit more actively in the future. It would seem appropriate for all colleges to recruit women more actively to raise the percentage of women in graduate programs at CMU.

Table 13. Percent of Women Applicants and Admissions to Graduate Study, 1970-1971

Academic Unit	Total Number of Applicants	Percent Women Applicants	Percent Women Admitted	Percent Receiving Financial Aid	Percent Women Enrolled
CFA	196	25	30	27	31
CIT	709	2	4	3	2
GSIA	565	3	3	4	2
H&SS	274	33	48	44	53
MIS	546	13	17	7	11
Statistics	30	13	18	0	0
SUPA	84	17	19	19	18

(1) Data on women admitted to graduate study in 1969-1970 and 1971-1972 reflect similar patterns.

Financial Aid

Discussions were held between Commission members and the Director of Financial Aid in March and April of 1971 to obtain general information on the procedures for applying for financial aid, the criteria for determining who will receive aid and how much, the sources of financial aid and statistical data on financial aid awards during 1970-1971. An attempt was made to identify any differences in the process and award decisions which might tend to benefit women less than men, either directly because of their sex or because of their choice of academic discipline. These initial findings were discussed in Public Hearing #3 on April 8, 1971, at which time students and other mem-

bers of the campus community were invited to ask questions or comment in public or private sessions.

Financial aid serves as an important inducement for students to enroll at CMU. In general, the percent of applicants who enroll is directly related to the amount of aid offered, according to the Director of Financial Aid. All applicants for financial aid are required to have a Parent's Confidential Financial Statement filed with the College Scholarship Service (CSS). The CSS evaluates this statement and suggests an amount representing the total need of the student. Then the Financial Aid Office reviews the CSS evaluation of the Parent's Confidential Statement and makes final determination of the student's need based on the information provided.

The scholarship/loan/work-study ratios of each award are determined by the Director of Financial Aid. Those students qualifying for large amounts of aid are given the maximum loan, $1000. Beyond this, the ratios are determined by the scholarship funds available and the number of applicants. The University makes scholarship aid offers to freshman applicants totalling three times the amount it is anticipated will actually be spent; since about one-third of the offers are accepted, this works out about right. The total award offered for a given department in a given year is not preset by a budgeted amount but is based on the relative need of the applicants for admission to that department. However, the sum total for all departments must stay within the total for the University.

The scholarship portion is usually higher for those applicants whose potential or academic performance are rated higher. The admissions personnel rate all except Fine Arts applicants on the results of College Board tests and high school records. Fine Arts departments rate the talent of Fine Arts applicants. The student's record

in all colleges is used as a measure of achievement after the freshman year.

The sources of financial aid are varied and provide enough flexibility so that the Financial Aid Office can allocate all funds available to students who meet the criteria of financial need and academic standing. Some private gifts carry requests that the support go to a student in a particular department or college or to a man or woman; these restricted gifts are awarded first and non-restricted funds are allocated to support the remaining qualified students. In 1971-1972 sufficient support is available so that all students who qualify on the basis of need will receive aid.

In private testimony to the Commission, questions were raised about the fairness of a few individual decisions with specific references to women who were denied financial aid. The particular cases brought into question were discussed with the Director of Financial Aid who provided sufficient information to assure the Commission that in these individual cases the decisions made were based on factors other than sex. But since doubt exists in the minds of the students who complained to the Commission and since some parts of the financial aid decision-making process are highly subjective, the Commission has made recommendations in Chapter V regarding better communication of financial aid policies.

Data on the number of students receiving financial aid in 1970-1971 and the average amounts of aid received indicate that differences between the percentages of men and women receiving aid or in the average amounts of aid are not consistent from one college to another (see Table 14). In CIT, 69 percent of undergraduate women received support compared with 64 percent of men and the average support was $2,035 for women and $1,786 for men. For H&SS the percentages and average dollar amounts

for undergraduates were similar for men and women. AMS had only two women undergraduates and MMCC only two men receiving financial aid. At the graduate level, a higher percentage of men received support in both CIT and H&SS at a higher average value. For the College of Fine Arts, 48 percent of the undergraduate women received aid compared with 58 percent of men; at the graduate level, 50 percent of women received aid compared with 61 percent of the men. Further, the average award per student was consistently higher at both the graduate and undergraduate level for men than for women in Fine Arts.

Table 14. Financial Aid to Undergraduate and Graduate Students
(1)
Academic Year 1970-1971

College	Total Enrollment (2)	Percent Women Enrolled	Percent of Students Receiving Aid		Average Support(3) Per Student	
			Men	Women	Men	Women
Undergraduate						
AMS	135	4	79	40	1407	2790
CIT	1570	11	64	69	1786	2035
CFA	817	39	58	48	1951	1673
H&SS	565	61	59	54	2101	2143
MMCC	97	98	100	44	3300	2145
Graduate						
CIT	874	37	47	38	1702	2011
GSIA	167	1	72	100	2219	2700
CFA	116	34	61	50	2056	1674
H&SS	169	47	33	26	1771	1593
MMCC	22	100	--	9	--	423
SUPA	28	18	96	100	2025	2300
Total	4560	24	59	50	1829	1952

(1) From MIC Computer run, 1 April 1971
(2) Fall Semester 1970
(3) Includes all support received by students paid through the University, not just support allocated by the University.

In order to determine whether or not these variations reflect constant differences rather than one particular year, the Commission requested that data be provided for the previous two years, but the data was not available. In those situations in which a lower percentage of women received less support on the average, further information was needed. The Commission studied the undergraduate financial aid process for each department in Fine Arts and requested information on each graduate program.

The Assistant to the Head of the Department of Architecture and Admissions Office personnel review college board scores, Architectural Scholastic Aptitude Test scores and performance during a 6-week summer session course in the Department offered to high school students between their junior and senior years. They estimate each applicant's potential and decide who will be offered admission. There are no portfolio requirements. The Financial Aid Director then works with the Assistant to the Department Head to determine ratios between scholarship/loan/work-study.

The Department of Design requires a portfolio interview for freshman applicants. The applicants are interviewed and their potential ranked by the Head and an Associate Professor of Design. The Director of Financial Aid and the Department Head determine the scholarship/loan/work-study ratio based on the departmental ranking.

In the Drama Department, the proportions of scholarship/loan/work-study are determined by the Director of Financial Aid and the Head of the Department jointly. Although the applicants are ranked according to the Department's estimate of their ability, an attempt is made to apportion the funds available to support Drama students according to need. Only rarely is the decision influenced by the Department's belief that particular students have higher potential than other students.

The faculty in the Music Department decide on the basis of talent exhibited whether or not an applicant should be offered aid. Thus the Department may decide to admit an applicant with no offer of financial aid even if the applicant qualified for aid. The Director of Financial Aid then determines, for those applicants the Department

authorizes for aid and who also qualify for aid on the basis of need, what the scholarship/loan/work-study ratio will be.

The Painting and Sculpture Department ranks the relative potential of the students based on faculty evaluations of portfolios. The Director of Financial Aid then determines the scholarhip/loan/work-study ratio based on departmental ranking.

Data for Table 15 were gathered to identify what components of the financial aid package caused the lesser amount of award to women in Fine Arts and to identify which Departments provided support to a lower percentage of women than men in this College. Thesedata are limited in that only the scholarship portion awarded by CMU is identified; the information on the total average financial aid for men and women by department was not made available to the Commission. Nor was information provided for more than one year. Recognizing these limitations, the Commission can only identify possible problem areas and suggest questions which need to be answered over the next few years.

One disturbing item is the percent of women receiving aid; both compared to total number of women enrolled and compared to number of women applying for aid the number of women receiving aid is eight to nineteen percent lower than the comparable percentages for men in three Fine Arts Departments--Architecture, Design and Painting and Sculpture. The percentage of women applying for aid is lowerin two of these same Departments--Design and Painting and Sculpture--and also in Drama. Is the female population of these departments more affluent than the male? Are women discouraged from applying for aid? Is a lower proportion of women applicants offered aid only because a lower proportion qualify for aid on the basis of financial need? Such questions cannot be answered until the University adopts the practice of keeping better records for analysis.

Table 15. Applicants for Financial Aid in College of Fine Arts Departments 1970-1971

	Architecture		Design		Drama		Music		Painting & Sculpture	
	W	M	W	M	W	M	W	M	W	M
Number Enrolled	18	155	57	89	79	144	91	90	118	92
Percent Applying for Aid	61	57	33	51	33	42	58	51	33	38
Percent of Total Enrolled Receiving Scholarship	33	39	23	43	24	31	37	32	25	33
Percent of Applicants Receiving Scholarship	55	69	68	87	73	72	64	65	76	86
Average Dollar Needs of Applicants	2091	1854	1669	1732	2634	2036	2121	1779	2133	2053
Average Scholarship Offered	1033	1066	911	1024	1611	1171	1179	1026	1228	1146
Percent of Need Met by Scholarship	49	54	55	59	61	58	55	58	58	56

Data provided by Director of Financial Aid.

Financial Aid for Graduate Students

Information on graduate study--number of applicants, financial aid, and enrollment--was obtained from each department. The percentages of women receiving financial aid are consistent with the percentage enrolled and, with very few exceptions, with the percentage applying for admission (see Table 13). The problems at the graduate level appear to be in the admissions area and hence are not discussed here.

Housing

Information on the cost of housing was obtained from the Director of Housing. Information on parietal hours, curfews and staff responsibilities in the dormitories was obtained from the Dean of Men, the Dean of Women and the Dean of Student Affairs. Pre-

liminary findings were discussed in Public Hearing #3, held April 8, 1971. Problems in the housing area involve differences for men and women in costs, parietal rules, physical facilities, counseling and communication links.

Resident, Security and Counseling Staff

Beginning in 1968, women dorm counselors in Morewood were not paid and served on a voluntary basis, while men dorm counselors were paid. When questioned on this, the Dean of Women explained:

> The Commission needs to know that women counselors were paid; in 1968, AWS learned it cost $17,000 to maintain a counselor on each floor and decided against it. It was decided to do without counselors but later AWS felt they needed the communication counselors offered. AWS felt it essential for its purposes of communication to have one on every floor. At one time there were none on the sorority floors but this too was changed to permit the free flow of information. This was explained and volunteers were requested. Ninety-seven responded for 26 spaces. Evaluation concluded that volunteers did just as good a job as the paid ones. When applications went out again this year, again many more applied than could be appointed.

Beginning in Fall 1971, counselors for women residents will be paid the same rate as counselors for men residents. The Commission is encouraged by the recent administrative decision to pay women counselors--this apparently was not under consideration in the Spring of 1971. There will be 26 counselors for about 600 women and 25 counselors for about 1000 men residents. In addition, the women residents of Morewood have four full-time staff resident assistants (including one head resident assistant) and five part-time assistants (women during the day and men at night) compared to only one resident assistant for men residents. These additional nine staff people and 11 extra counselors are a large portion of higher costs for women residents.

There are no curfews for either men or women residents. Morewood is locked at 12:00 midnight Sunday through Thursday and 1:00 a.m. Friday and Saturday to prevent non-residents from entering.

If women residents need additional security measures, a more appropriate and economical arrangement might be possible. For example, one security guard could be

on duty after the building is locked until it is reopened--or a telephone for communication between Morewood entrance and the security office could be installed so that during the least busy hours a guard could go to the building and unlock the door for a resident to enter. It is clear that less expensive alternatives have not been fully explored.

The policy on parietals is the same for men and women residents, i.e., visitation of the opposite sex in a resident's room is permitted from 10 a.m. to 12 midnight Sunday through Thursday and from 10:00 a.m. to 1:30 a.m. Friday and Saturday. Women residents in 1970-1971 elected to decrease the hours for Friday and Saturday one half hour, i.e., from 10:00 a.m. to 1:00 a.m.

In the Public Hearing some residents of Morewood Gardens expressed the feeling that parietal rules are not enforced equally for men and women students and that there is a double standard operating in the practice of dorm policies. Students are responsible for enforcing the rules, thus only students can bring complaints of violations to the Men's Dormitory Council or Women's Dormitory Council; members on both Councils are elected students. During 1970-1971, nine violations were heard by Men's Dormitory Council and 15 by Women's Dormitory Council.

Physical Facilities

Most dormitory areas for women and men house two students in a room, unlike a suite arrangement which would permit greater privacy for individual residents. The Deans suggested that women's greater interest in privacy might account for more women than men registering complaints.

If the necessity for five maintenance engineers is unusual for a building the size of Morewood, then the residents should not have to bear the cost. Normal costs for heating Morewood should be estimated and excessive costs should be recovered in some way other than charging women more than men.

In an ideal setting, both men and women students should have the option of the kind and quality of housing they are willing and able to pay for. Recognizing that such flexibility

is not possible without unlimited capital, the Commission still cannot accept higher costs for women residents for physical arrangements beyond their control and without a commensurate difference in quality.

Costs

Table 16 indicates that female students are paying substantially more for University-owned housing than male students. In Morewood Gardens, where most female students live, expenses are higher than those in the undergraduate Hill dorms where most residents are men; the cost per student in Morewood Gardens averages $120 more per year than in the Hill area. Higher costs are attributed to the resident staff, night security guard and a heating system which necessitates salaries for five additional maintenance engineers. It appears that the women students are not fully apprised of these costs, and it is not known if the services provided by resident staff and security personnel are services which the women would choose to pay for.

Table 16. Dormitory Expenditures and Income, 1970-1971

Expenditure/ Income Items	Morewood Woodlawn(1)	Mudge(2)	Under-Graduate Hill Dorms(3)
Expenditures			
Salaries and Benefits	262	207	139
Repair and Maintenance	113	57	91
Utilities and Fuel	60	53	35
Amortization and Replacement	251	202	192
Other	80	100	59
Total	766	619	516
Income			
Semester Income(4)	629	578	475
Other	54	66	8
Total	683	644	483

(1) Undergraduate residents only (includes 495 women and 217 men).
(2) Includes 80 women and no men.
(3) Includes 21 women and 728 men.
(4) Average fee per student.

Communications

Prior to the writing of the preliminary report the subcommittee investigating the housing area heard from students and felt from their own experience that many questions (or complaints) were referred from administrative office to administrative office without satisfactory definitive response. However, the letter from the Deans to the Commission states that the "Dean of Student Affairs has ultimate responsibility" for "parietal hours and curfews, the student counselor program, staff responsibilities in the dormitories, housing assignments, security and the women's assembly." It states further that "the doors are open for all students to present any problems or recommendations through the men's and women's dormitory councils to the Dean of Student Affairs." Although the administration may believe that the students have adequate avenues of communication, if the students find existing channels inadequate, new channels will need to be developed.

Counseling and Study Skills

At the beginning of 1970-1971, the Counseling Center (CC) and the Study Skills Center (SSC) functioned as separate administrative units, the former reporting to the Dean of Student Affairs and the latter to a committee composed of the Dean of Student Affairs, the Vice President for Academic Affairs and the Vice President for Administration and Planning. At the end of 1970-1971, the two Centers were combined under the Counseling Center Director, and the position of Director of Study Skills Center was eliminated. The Dean of Student Affairs defended this decision during public discussion in Faculty Senate councils and in Student Senate as due to budget considerations and not to negative evaluation of the SSC or its Director. However, since the SSC Director was a woman and the Counseling Center Director is a man, the decision resulted in the elimination of one of the few directorships held by a woman at CMU. Since the Study Skills Center Director ultimately left CMU after her administrative position was eliminated, the Counseling Center lost her services as a counselor. In its Preliminary Report, the Commission

recommended that the position vacated by a woman in the Counseling Center be refilled be a woman. As a result of this recommendation contract negotiations with a male candidate were terminated and two part time women counselors (approximately one full time equivalent) have been appointed instead. Thus the number of full time equivalent male and female counselors in the SSC and CC will be the same in 1971 as it was in 1970, i.e., a total of 1.5 women and 2.0 men. The Commission believes it important that this ratio continue because of the number of women students who use the services.

As Table 17 shows, in 1970-1971 women used the Counseling Center in far greater proportion than their numbers in the student body. Thirty-nine percent used the CC compared with 25 percent of women at CMU. Overall, 35 percent of the users of both Centers were women.

Table 17: Students Seen at Counseling and Study Skills Centers in 1970-1971

	Women	Men	Total	Percent Women
Counseling	167	263	430	39
Study Skills	21	92	113	19
Total	188	355	543	35

In the Commission's second Public Hearing, the Counseling Center Director was asked to comment on recent research (summarized in the Proceedings of the Hearing) in which counselors were found to have negative stereotypes of women. The counseling Center Director said that, to the best of his knowledge, his staff harbored no bias against women. He also said that he had personally made every effort to retain his

his most experienced woman counselor in the face of budget cutbacks.

The CC does not have any special programs for women students. The SSC did offer group counseling to first year women in CIT-MIS during 1970-1971, prepared a brief report comparing male and female clients and began a study of the academic maturation of women students.

In discussions with the Bureau of Placements staff and with the Alumnae Task Force of WCM, both groups expressed their desire to work more closely with the Counseling Center and the Study Skills Center to develop career seminars for women students and alumnae. The Director of CMAP also said that his staff hopes to work with a member of the CC staff as CMAP increases its counseling resources to include women.

Sex Counseling

Although the CMU Health Center does not keep records of persons referred to a gynecologist, some evidence of need comes from the records kept by Planned Parenthood. From September to December 1970, 23 female CMU students used these services. These represent the highest percentages of female students using Planned Parenthood services for any university in the Pittsburgh area.

During these same months the Pittsburgh Free Clinic found that 70-80 percent of its caseload was for gynecological services. Although there are no data as to how many of these were CMU students, it may be safely assumed that because of its proximity to CMU the Free Clinic was utilized by some CMU students.

At a meeting of Planned Parenthood on January 12, 1971, Dr. Hinchliffe, Director of University of Pittsburgh Health Services, reported that Pitt had recently established a gynecological service for students. The service has a two to three week waiting list. About 55 percent of the students using the gynecological service do so for birth control.

The American College Health Association has recently suggested that unwanted pregnancies represent a significant health problem on many campuses and that many

college health services have been negligent in meeting the need for contraceptive services.[1] Referral to other agencies evades the question and leads to a duplication of work, and possibly inadequate records of the students' health background.

Penn State has recently instituted a gynecological service for students through the University Health Service. Of the females who use the health service 50 percent use the gynecological service. About 25 percent do so for birth control information. At Penn State there is no fee charged for the services. Three of the thirteen M.D.'s on the health service staff work with birth control services.

From these data it seems evident that CMU is behind the times in failing to serve its students by providing a gynecological and birth control service.

In addition to its concern that CMU provides no gynecological services or birth control information to women students, the Commission also noted that no programs exist that are designed to provide opportunities to both women and men students to discuss their questions and concerns about sexual behavior with individuals who are both professionally qualified and attitudinally non-judgmental. For example, the Health Center might work with the Counseling Center to develop joint counseling programs for student groups using as co-counselors a gynecologist and a psychologist.

Student Activities

In view of the importance of leadership qualities in attaining career goals, the Commission was interested in gathering information on the number of women students in such positions. For 1970-1971 the Commission found that of 41 active co-educational student organizations in addition to Student Government, only four were headed by women; within Student Government, four of six Committees had women as heads.

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(1) April 1970 resolution read by Mrs. Stoner to the Planned Parenthood Meeting of College Representatives. Mrs. Stoner was quoting a report adopted by the ACHA at meeting April 17, 1970 in Boston, Massachusetts.

These results show that while women apparently do assume leadership roles in Student Government, they rarely do so in other co-educational groups. It is unclear from Commission data whether women avoid competing for leadership positions, or whether they do compete, but are unsuccessful. In either case, the data are consistent with the general social patterns in which women assume subordinate positions and men occupy positions of leadership.

In one of the Commission's Public Hearings, the concept of role models was presented to the Dean of Student Affairs. He indicated that his Division employs many professional women who can serve as role models for women students. However, since the majority of these women are in traditionally female fields (e.g., food services, residence care, women's physical education, health services, etc.), they do not provide models that will widen the horizons of our undergraduate women.

Placement

In March of 1971, Commission members interviewed the Director of Placement on the subject of placement policies and procedures. Placement functions include the offering of counsel and advice to students and alumni about their career goals and about the characteristics of various career fields; identification and selection of prospective employers; job hunting strategy and techniques; the coordination of on-campus recruiting by employers; the collection, preparation and issuance of credential files to potential employers; and the direct referral of candidates to specific positions available.

The Bureau of Placements provided the Commission with a summary of placements for the class of 1969-1970, an analysis of Bureau usage by men and women students in the current senior class and a comparison of salary offers made to CMU women and men. This information was presented in Public Hearing #2, April 1, 1971. Placement provided information for 1969 and 1970 on the number of graduates, the number who reported that they were employed (by business and industry, government or academic organizations)

the number continuing their education, the number who entered military service and the number who had not filed a record with the Bureau. This information was presented in tables with breakdowns by college and degree; the detailed tables are available in Commission files. The Bureau of Placements' massive task is evident in the number of graduates it can potentially service--CMU had a total of 1093 graduates at all degree levels and from all colleges in 1970.

Table 18: Placement Summary for Women Bachelor Degree Graduates in 1970 for Three Colleges

	Total Number of Graduates	Percent Women Graduates	Total Number of Placements	Percent Women Placements
CIT[1]	340	11	125	8
CFA	177	46	63	41
H&SS	129	69	43	70

(1) Includes Industrial Administration majors

During 1970, the Bureau of Placements succeeded in placing women from the co-educational colleges almost in proportion to their numbers among the graduates. Table 18 shows that 70 percent of the H&SS placements were women while women were 69 percent of the graduates. But for CIT and CFA, slightly lower percentages of the job placements are for women compared with the proportion of women among graduates. CIT had 11 percent women in its graduating class, but women received only eight percent of all job placements. CFA had 46 percent women graduates with women receiving 41 percent of the job placements.

In its efforts to attract and inform employers about available job candidates, the Bureau is sometimes asked for specific attributes in prospective employees. The Bureau of Placements has made a practice of refusing requests for applicants if the employer implies restriction by race, sex or ancestral background. The Bureau will continue this practice.

The Bureau of Placements tried a new program this past year to inform employers of the talent available in the current graduating class. Information on participating seniors--job objectives, date of availability, field of interest, etc.--was compiled and printed in a booklet entitled "Profiles of Candidates for Employment from CMU". The book was organized by department and pertinent sections were sent to 500-600 employers some of whom had not been on this campus before. The Bureau's staff is hopeful that this "Profiles of Candidates for Employment from CMU" will be particularly helpful to women by informing employers about CMU's women graduates.

Table 19. Senior Women's Use of Bureau of Placement for Four Colleges

	Total Seniors (1)	Percent Women Seniors	Total Placement Users (2)	Percent Women Users
CIT	247	2	196	2
MIS	112	29	59	36
CFA	129	35	31	52
H&SS	96	66	41	73

(1) Represents total male and female students reported as seniors in each college.

(2) Represents number of male and female students using the Placements services through the establishment of credential files and interview with employers on campus.

Statistical information from the Bureau shows that women use the services in somewhat greater proportions than men, yet are less successful in being placed in jobs through the service. Table 19 shows that in MIS, CFA and H&SS senior women users comprise higher percentages than their actual representation in the senior class. In CIT, however, the percentage of women users equals their proportion of the class. It is possible that women's greater use of the placement service results from poor career counseling prior to their senior year. Perhaps they lack knowledge of requirements to take advantage of some

career opportunities. In addition, the Director of the Bureau suggested that women are interested in career areas for which employers do little, if any, on-campus recruiting. It is clear that special programs need to be developed to aid women students seeking employment opportunities.

At the request of alumnae, questions on services to women graduates were also raised. Although the Job Advisory Service located at Chatham College (sponsored by the Women's Alumnae Club Council) is able to counsel women wishing to reenter the work force after self-chosen "retirement" for child-rearing responsibilities or other reasons, they are not able to adequately place women in career positions. There is a small publication on alumnae similar to the new "Profiles on Candidates for Employment" which is sent out to about 200 employers. Alumnae have testified, however, that the Bureau of Placements has not provided assistance to them in their efforts to obtain jobs. The Bureau has in the past "low-keyed" their alumnae placement efforts. Although the Commission recognizes the need for currently graduating students to receive first priority in the services of Placement, the request for services to past graduates seems a legitimate one. Increasing numbers of women are seeking employment in their middle years and it is suggested that the Bureau re-evaluate its current practice of "low-key" effort to meet increased alumnae demand.

FINDINGS REGARDING WOMEN EMPLOYEES

This section presents the work situations of the two general categories of employees: the faculty, who form about one quarter of the University's labor force, and the staff, including administrative levels as well as all other white collar and blue collar workers. A rather detailed study of work-related matters for the faculty was made possible by Dr. Edward R. Schatz, Vice President for Academic Affairs, who provided a sizeable part of the data to be reported. We appreciate his willing and speedy response to the Commission's requests for these data. In addition, we acknowledge the assistance provided by Ms. Frances Gibson and Mr. Alfred Gibbens. The section on faculty begins with the distribution of women in the various ranks, departments and colleges, and then reports on their representation in University committees. We go on to detail their contract status for the next two years, the percentages of women in tenured positions and the extent to which women receive supported leaves-of-absence. Next we indicate salary differentials between women and men within ranks and colleges, as well as fringe benefits. We review issues raised by faculty women in closed hearings. Finally we compare women and men in terms of marital status and number of children in order to reveal the familial aspects which can influence women's work patterns.

Data on staff and administrative employees were provided through the efforts of many: Mr. Richard D. Strathmeyer, Vice President for Business Affairs; Mr. William E. Nelson, Director of the Department of Personnel Services and Mr. Raymond Colgan of Personnel; Mr. Bruce Byers and Mr. Dennis Hill of MIC; Dr. Raymond Parshall and Ms. Edythe Havekotte of the President's office; Mr. George Luster, Treasurer, Mr. Harold Larsen, Controller, and Mr. Robert Boldin, Assistant to the Treasurer. In addition, other persons expedited the data collection process: Ms. Marion Harper and Ms. Becky Dye. We appreciate the willing work and assistance contributed by all those mentioned here as well as the work of other University employees who may have participated indirectly in the collection process.

In the section on staff and administrative employees, we show their location in various job categories ranging from executives to unskilled workers. Following this, we report on the pattern of job terminations for women and men. Then salaries are compared for women and men within detailed job categories, and the grade structure pertaining to salaries of non-exempt employees is presented. Average total fringe benefits within each job category are contrasted for women and men, but specific dollar values of six different fringe benefits for all University employees are also indicated to clarify the differentials. Finally we describe the Commission's public hearings on employees.

In addition to the public hearings, the Commission received private testimony expressing grievances of individual women employees. Since the Commission was an investigatory body, it could not adjudicate such cases. Whenever possible, complainants were referred to University officials and committees for assistance. These individual grievances reflecting sex-related discrimination, strengthened the Commission's concern that CMU establish an Office of Equal Opportunity to which complainants may bring cases of sex discrimination for objective evaluation.

This section describes in detail the various ways in which inequities based on gender operate. It highlights the fact that the slogans--equal opportunity, and equal pay for equal work--are myths. Both in the material and honorific reward structure, men are consistently favored over women.

A few explanatory words must be added here before the reader proceeds. For both faculty and staff, the average salaries are based on varying numbers of individuals. In some cases, the number of persons is small--perhaps three or four make up a category. Statistically sophisticated readers might argue that an average based on so few cases is invalid. Indeed we heartily concur with the statistical limitations of such data. For this reason, the number of cases is given in salary and fringe benefit tables. The small numbers in some categories dramatize the scant presence of women. Readers are reminded that despite the small numbers, the patterns are consistent and clear--the salary differentials almost always favor men. The average salary differences both for faculty and staff

reveal not only that the discrepancies are real but they are often very large!

Faculty Employees

Distribution of Women in the Faculty

The best estimate available for 1970-1971 is that there are 569 faculty members in all ranks (See Table 20). Of these 468 work full-time and 101 part-time. While women comprise 12 percent of the faculty, they are heavily represented among the part time faculty--women are close to one quarter of this category. Only 10 percent of full time faculty are women. The minute representation of women in the top three ranks may be seen in Table 21. Women make up 11 percent of assistant and associate professors, but they are less than three percent of full professors. At the top, there are a scant four female full professors. The lowest rank has the highest representation of women--26 percent of instructors. Thus a clearcut finding emerges: the higher the rank, the fewer the women.

Table 20. Number and Percent of Full time and Part time Faculty Women and Men[1]

	Women		Men		
	Number	Percent	Number	Percent	
Full time	46	10	422	90	468
Part time	24	24	77	76	101
Total	70	12	499	88	569

(1) Based on 1970-1971.

Table 21. Number and Percent of Full time Faculty Women and Men Within Ranks for the Entire University

Rank	Women		Men		
	Number	Percent	Number	Percent	Total
Professor	4	3	140	97	144
Associate	15	11	119	89	134
Assistant	17	11	135	89	152
Instructor	10	26	28	74	38
Total	46	10	422	90	468

Apart from the all female MMCC faculty, the Humanities and Social Sciences College has the highest proportion of women faculty on the campus: 18 percent. The women are concentrated largely in Modern Languages (38 percent) and English (20 percent), while History has only 11 percent. The College of Fine Arts ranks second with 13 percent. In Drama and Music, slightly over one quarter of their faculties are female, but Painting and Sculpture has only nine percent. The School of Urban and Public Affairs and the Graduate School of Industrial Administration (including the Psychology and Statistics Departments)each have seven percent, while Mellon Institute of Science has two percent (totally accounted for by Biological Sciences) and Carnegie Institute of Technology has none. Fourteen academic departments in the University employ no women faculty members at all--these are listed in Table 22.

This situation is appalling when one considers that, nationally, many of the disciplines involved have produced women doctorates from which faculty could be recruited. To illustrate this point, the Commission presents statistics on degrees conferred to women both by CMU and nationally for 1967-1968. Table 23 shows, for example, that six percent of 1968 doctorates in mathematics were awarded to women. Even more striking is the fact that in 1968, CMU awarded 11 percent of its mathematics doctorates to women. Yet, the

Table 22. Number and Percent of Women Faculty Within Departments and Ranks for All Colleges (1)

	Department	Rank				Total Faculty in Department	Percent Female
		Professor	Associate	Assistant	Instructor		
CFA:	Architecture	0	0	0	0	21	0
	Design	0	0	0	0	10	0
	Drama	1	0	3	1	24	26
	Music	1	4	0	1	23	27
	Painting & Sculpture	0	1	1	0	21	9
CIT:	Biotechnology	0	0	0	0	2	0
	Chemical Eng.	0	0	0	0	10	0
	Civil Eng.	0	0	0	0	11	0
	Electrical Eng.	0	0	0	0	26	0
	Mechanical Eng.	0	0	0	0	28	0
	Metallurgy	0	0	0	0	17	0
GSIA:	AMS	0	0	0	0	20	0
	Economics	0	0	1	0	13	8
	Psychology	0	0	4	0	29	14
	Statistics	0	0	0	0	8	0
H&SS:	English	1	3	1	1	30	20
	History	0	1	2	0	27	11
	Modern Languages	0	1	1	1	8	38
MIS:	Biological Sciences	0	1	0	1	6	33
	Chemistry	0	0	0	0	30	0
	Computer Science	0	0	0	0	10	0
	Mathematics	0	0	0	0	30	0
	Physics	0	0	0	0	36	0
MMCC:	Business & Resource Management	1	4	3	5	13	100
SUPA:		0	0	1	0	15	7

(1) Based on 1970-1971 figures for fulltime faculty.

Table 23. Percent of Earned Degrees Conferred to Women Nationally and at CMU in 1967-1968 (1)

	Bachelor		Master's		Doctorate	
	National	CMU	National	CMU	National	CMU
CFA						
Architecture	4.3	6.1	5.0	0.0	0.0	0.0
Music	56.4	52.9	43.7	22.2	14.6	---
Speech and Dramatic Arts	56.4	52.9	50.2	10.0	18.6	0.0
Fine and Applied Arts, Other	52.0	45.3	37.0	40.0	34.0	---
CIT-MIS						
Biology	31.8	40.0	28.8	---	22.9	---
Computer Science	12.7	---	5.4	---	0.0	0.0
Chemistry	18.1	32.0	20.5	25.0	8.1	33.0
Chemical Engineering	0.9	4.9	1.2	0.0	0.8	0.0
Civil Engineering	0.5	7.7	0.7	0.0	0.0	0.0
Electrical Engineering	0.4	1.1	0.5	0.0	0.0	0.0
Mathematics	37.5	28.6	24.8	14.3	6.1	11.1
Mechanical Engineering	0.4	0.0	0.3	0.0	0.3	0.0
Metallurgy and Material Science	1.6	6.3	0.5	0.0	1.0	0.0
Physics	5.9	8.0	4.6	0.0	2.1	5.6
Statistics	17.6	---	15.9	0.0	1.6	---
Engineering, all other fields	3.2	0.0	0.7	---	0.0	---
H&SS						
English and Literature	67.3	100.0	56.6	76.9	26.6	---
History	35.3	92.3	28.0	20.0	13.1	---
Psychology	42.2	61.9	29.9	0.0	22.0	0.0
Modern Languages	---	---	55.5	---	31.0	---
GSIA						
Business and Commerce	5.6	4.8	2.2	4.5	3.0	0.0
Economics	10.7	66.7	10.3	0.0	5.8	0.0

(1) From: EARNED DEGREES CONFERRED: Part B-June 1969, Institutional Data, U.S. Office of Education.

CMU Department of Mathematics has no woman on its faculty. CMU's Chemistry faculty contains no women, yet that Department gave one third of its doctorates in 1967-1968 to women and nationally, eight percent of chemistry doctorates went to women. Since CMU seems to educate more women in the sciences and engineering than the national average, it is astounding that so few women people the MIS faculty and in the CIT there are none at all. In the same year, 22 percent of psychology Ph.D's went to women, but CMU's Psychology Department gave no doctorates to women; only 14 percent of its present faculty is female.

Representation of Women on University Committees

At Carnegie-Mellon University, as at many other universities, important decisions affecting the professional and personal lives of faculty and non-faculty employees are made through committees which function as working bodies for the Faculty Senate, the Colleges and Departments. At the request of the Commission chairperson, a survey of the representation of women on various CMU committees was prepared by Ms. Carol Kaufman. The full Kaufman report is available from Commission files; a summary of major findings is presented below, organized into the following five sections: (1) Faculty Senate committees; (2) tenure and promotions committees; (3) college Councils; (4) college and University committees, academic and administrative; (5) Board of Trustees.

Faculty Senate Committees

All full-time faculty members above the rank of first year instructor are members of the Faculty organization and as such are eligible to be appointed or elected to the Faculty Senate committees as well as the Senate's standing and ad hoc councils. The actual representation of women is given in Table 24. The percentage of women senators is slightly higher than the percentage of full time women faculty, a finding which indicates that women have and take advantage of opportunities to participate in the Faculty Senate.

Table 24. Faculty Committees

Faculty Senate (Elected, Appointed, Ex Officio)

	1970-1971	1971-1972
Elected by department	3 women	6 women
Appointed by the President	1 woman	1 woman
Ex Officio	2 women	2 women
	5 women total	9 women total

Total number of members--1970-1971 - 45
Number of women---------1970-1971 - 5
Percentage women of total--1970-1971 - 11%

Total number of members--1971-1972 - 62
Number of women---------1971-1972 - 9
Percentage women of total- 1971-1972 - 14%

Faculty Senate Councils (Elected, Appointed, Ex Officio)

	1970-1971	1971-1972
Educational Policy	3 women (14 total)	3 women (14 total)
Faculty Affairs Council	1 woman (10)	2 women (12)
Research Policy Council	0 women (13)	2 women (14)
Planning Council	1 woman (13)	2 women (12)
Executive Committee	1 woman (9)	1 woman (9)
Percent Women in Councils	10 percent	16 percent

In addition to the Senate Councils itemized in Table 24, there are another eight committees of the Senate.(1) Women have served on six of the eight; the two exceptions are the Budget Committee and the Committee to develop procedures for faculty review. The latter committee was ad hoc and activity ended May 1971. Since these two committees were (and in the case of the Budget Committee will continue to be) involved in matters of importance to all faculty, the lack of women on them is of prime importance to all faculty.

Tenure and Promotion Committees

Very few women faculty sit on University or College tenure and promotion committees, partly because many of the colleges and departments require that only tenured professors sit on these committees.

(1) Election Committee, Nominating Committee, Social and Welfare Committee, Committee on C-MAP, Budget Committee, Committee for Faculty Review.

In CFA, during 1970-1971, there were no female faculty members on the Nomination Committee for the Department of Design (since there are no female faculty in the Department) or the Department of Architecture (one tenured woman was eligible to sit); the Commission was unable to obtain information about women on the Tenure and Promotion Committees for the other CFA Departments, or the College Committee of CFA.

For CIT-MIS, there are no women faculty eligible to sit on committees since there are no women faculty.

For H&SS, of the three departments which have departmental committees (English, History and Psychology) women participate only in the Department of English. The exclusion of women from the promotion committee for Psychology is particularly interesting, since that Department, which does not require all of its committee members to be tenured faculty, had four eligible women faculty in 1970-1971.

In GSIA and SUPA, there were no women on the Tenure Committees for 1970-1971 since none of the women met requirements of rank.

In the academic year 1970-1971 two of 17 members of the University Committee on Tenure and Promotion for Non-tenured Appointments were women; one of 17 members on the University Committee for Tenure and Promotion or Tenured Appointments was a woman. (One position on each of these committees is mandated for a member of the MMCC faculty.)

College Councils

Membership on the various college councils is largely ex officio. Thus, most college councils include the deans, department heads, assistant or associate deans, and University officers. In CIT-MIS, there were two women on the College Council in 1970-1971, reflecting the existence of one female department head in Biology and the inclusion of a female representative from the Hunt Library. For 1971-1972, the possibility of female representation will be solely from the Hunt Library.

Members of the College Council in CFA include the officers of the faculty of the College, department heads, the Director of Admissions, the President, the Vice President for

Academic Affairs and elected student representatives. Since the Chairman-Elect of the CFA faculty for 1971-1972 is a woman, there will be a woman on the Council for the following year. During 1970-1971, the only woman on the Council was one of the five elected student representatives.

The College Council of H&SS is also primarily constituted by administrative persons; members include the Dean, the Assistant Dean, the department heads, officers of the College faculty, the Director of C-MAP, students and the University officers included on other councils. Two women faculty serve on this Council in their capacity as Secretary of the H&SS faculty and Assistant Dean of the College; in addition, six of the ten student members are women.

The College Council for MMCC is largely composed of women, reflecting the fact that most of the administrative heads are women. Membership on the Council includes the Dean of the College, the Assistant Dean, officers of the College, one student representative, and the University officers who are also members of the other councils. The women members of the Council are the Assistant Dean, all officers of the MMCC faculty, and the one student representative.

College and University Committees

There are six committees which are concerned with graduate degrees in the various Colleges of the University. Membership on each of these committees is primarily ex officio, as on the college councils, and because of the limited number of women in positions of academic administration there are few of them on the graduate committees. Thus, no women are eligible to serve on the Committee on Graduate Degrees for CIT-MIS, for CFA, or for the Graduate Degrees Coordinating Committee. Women do serve on the Committee on Graduate Degrees for H&SS and MMCC (two women through MMCC), and for 1970-1971 there was one woman on the Committee on Graduate Degrees in SUPA.

In addition to the graduate degree committees, there were at least eight other University committees operating in 1970-1971 which were concerned with the various aspects of

University administration. These committees include the Hunt Library Faculty Committee; the Management Committee; Security Policy Advisory Board; the Policy Advisory Committee; the University Committee on Goals, Rights and Responsibilities; the Steering Committee for Administrative Systems; the Computation Council; and the Executive Board for Computation Services. Women serve on three of these eight committees: there was one female student on the University Committee on Goals, Rights and Responsibilities; there are two women out of 29 members on the Policy Advisory Committee (these two women include a student representative from the Association of Women Students and the Chairperson of the MMCC Faculty); and 11 out of 30 members of the Security Policy Advisory Board are women, and a woman student is its vice chairperson. No women are eligible to serve on the Management Committee or the Steering Committee for Administrative Systems, both of which are composed of high-level University officials. Women would be eligible for the Hunt Library Faculty Committee, the Computation Council and possibly the Executive Board for Computation Services, although the authorizing statement for that board refers to male membership.

Board of Trustees: As of 1970-1971, there were no women Life Trustees, two women Special Term Trustees and no women as Alumni Trustees. Openings did occur for three Special Term Trustees and three Alumni Trustees in 1971. None were filled by women.

The Contract Status of Women Faculty

The contract status for the 46 women in fulltime positions from instructor to full professor in 1970-1971 reveals the continuing depletion of women from the faculty ranks. About 20 percent of these women will leave the University by June 1972 including three of the four full professors. At present MMCC includes 28 percent of faculty women. By 1973, when all contracts terminate for the present Margaret Morrison Carnegie College faculty, women in the total full time faculty will drop from 10 percent to seven percent.

Contract terminations for 1971 and 1972 in all faculty ranks disproportionately select women. Of the 43 terminations, 23 percent are women, even though women are only 10

percent of the full time faculty. When terminations, retirements and resignations are considered together, the same picture holds: women comprise 24 percent of those 66 faculty members leaving the University although again they make up only 10 percent of the full time faculty.

Further indication of practices which discriminate against women comes from the types of contracts awarded women assistant professors. A study of the number of women and men in that rank during 1970-1971 with one, two or three year contracts is striking. It shows that while 95 percent of the 135 men have three year contracts, only 71 percent of the 17 women have them. By contrast, 28 percent of the women hold one or two year contracts as against five percent of the men assistant professors. The tendency to give women short-term contracts occurs in GSIA, CFA and H&SS.

This clear pattern of inequity emerges from these several elements of women's contract status: the proportion of women in the faculty will be greatly depleted over the next two years; women leave the University both involuntarily and voluntarily in far greater proportions than their representation on the faculty; as assistant professors, they more often have short-term contracts than men.

Tenure

A study of tenured faculty reveals that a notably high proportion of faculty in the associate and full professor ranks is tenured: 75 percent. This percentage includes deans, all of whom are tenured, several Mellon Institute of Science researchers and a few administrators. Women comprise only seven percent of the 227 tenured faculty members, although 11 percent of associate professors are women and ten percent of the total fulltime faculty are women. Clearly women do not become tenured in proportion to their representation on the faculty and in the eligible associate professor rank. Among those who are tenured, the women are about equally drawn from CFA, H&SS and MMCC, and they are predominantly in the associate professor rank. Thus of the 16 tenured women, three quarters of them are associate professors.

The question must be raised: Why are the tenured women predominantly associate professors? There was until very recently, a greater tendency in CFA to give tenure with promotion to associate professor. Our data for 1970-1971 suggest a greater likelihood for women CFA faculty to receive tenure at this stage: four out of five of the women associate professors are tenured while two-thirds of the 36 men associate professors have tenure. Despite this, 56 percent of CFA's 86 male faculty have tenure but only 46 percent (six out of 13) of the female faculty have tenure. A very slight but similar tendency appears for H&SS: 36 percent of the 53 male faculty and 33 percent (four out of 12) of the female faculty have tenure. Since the total number of women in each college faculty is so small, these percentages should be viewed as tentative.

Nevertheless, these data evoke further questions: Do women remain in the associate professor rank longer than men or do they stay associates indefinitely? Or are the few women who do attain the associate level more readily granted tenure? These questions can be asked here, but unfortunately they cannot be answered easily. We attempted to carry out a comparative study of time in rank for women and men--but the needed data were not available.

Faculty Leaves Awarded by CMU

During the six-year period between 1966-1967 and 1971-1972, the University received 78 applications for CMU supported leave and granted 56 of these. Among those granted, women constituted only five percent or a total of three women. This compares unfavorably with the fact that women comprise ten percent of the total full time faculty. Three of the five women who applied received grants; 53 of 73 men who applied received grants. Among those 82 faculty who took leave with other sources of support, 12 percent were women. This suggests that a woman faculty member can more easily obtain leave support from outside agencies than from the University itself. More importantly, ways need to be found to encourage women to apply for faculty leave, since such a leave can facilitate scholarly work and promotion.

Faculty Salaries

The salary differentials between women and men are glaring. If average salaries of women and men are compared within ranks for the whole University, the differences are obvious. From Table 25, it can be seen that women full professors earn about $5,000 less per year on the average, women associate professors earn about $3,300 less, women assistant professors earn $1,200 less and women instructors average $190 less than men in the same ranks. Further, as Table 25 shows, every possible comparison save two between the sexes at every rank and within every college yields salary discrepancies which always favor men. The two exceptions are for full professors in CFA and H&SS where the dollar differences are -$5 and +$144, respectively. In all other cases, women are consistently disadvantaged in salary; the differences range from $160 to $5,750. Even in colleges with reasonable numbers of women faculty, that is CFA and H&SS, the total average difference in salary across all ranks is large and favors men.

Because of the generally sparse representation of faculty women within most schools and departments, a special study was made of the three mixed sex departments with the largest numbers of women--English, Drama and Music. A closer look at these departments reveals a general pattern of salary differentials unfavorable to women (see Table 26). In five of the eight possible comparisons, salary differences which favor men are substantially greater than those few which favor women. The three exceptions in which women receive slightly higher average salaries are assistant professors in Drama, instructors and full professors in English.

It is tempting to explain away the campus-wide tendency for women to be paid less than men by reference to the fact that the women cluster in the low paying fields--the humanities and fine arts. Still it is essential to stress that even within these fields, women's salaries are generally lower than men's in the same rank.

Fringe Benefits for Faculty

As with salary, fringe benefits are differentially distributed in favor of men. The situation holds clearly whether one considers the University wide picture or the situation

Table 25. Average Salary Differences Between Men and Women [1] for Full time Faculty Within Colleges (in Dollars)

College	Rank				Total Average Difference
	Professor	Associate	Assistant	Instructor	
CFA	-5	-2666	-160	-313	-1716
H&SS	+144	-1592	-588	-379	-822
GSIA			-1535		
SUPA			-1700		
MIS		-5750			

	M	W	M	W	M	W	M	W
Total	N=140	N=4	N=119	N=15	N=135	N=17	N=28	N=10
Average Salary by Rank	20741	15025	14200	10890	12100	10865	8493	8300

(1) Based on ten-month salary without fringe benefits for 1970-1971. A - value indicates lower salary for women, a + value indicates higher salary for women. For the numbers of faculty within each college and department see Table 22.

Table 26. Average Salary Differences for Full time Faculty Men and Women [1] Within Ranks for Selected Departments (in Dollars)

Department	Rank			
	Professor	Associate	Assistant	Instructor
English	+240	-2020	-729	+400
Drama	-2333		+458	
Music	-225	-2558		

(1) Based on ten month salary without fringe benefits for 1970-1971. A - value indicates lower salary for women, a + value indicates higher salary for women. For the numbers of faculty within each college and department see Table 22.

within colleges. As shown in Table 27, at every rank within every college (with one exception) which permits comparing women and men, the average dollar value of fringe

Table 27. Average Dollar Value of Fringe Benefits for Full time Faculty Men and Women by Rank and College (1)

College	Rank: Professor Men	Professor Women	Associate Men	Associate Women	Assistant Men	Assistant Women	Instructor Men	Instructor Women
CFA	2575	1593	1775	969	960	823	711	774
H&SS	2274	1914	1885	1484	940	674	705	554
GSIA	2818	----	1428	---	968	925	552	---
SUPA	1785	----	1678	---	764	517	---	---
MIS	3134	----	1479	1313	854	---	673	246
CIT	2846	----	1243	---	792	---	527	---
MMCC	---	1496	---	1377	---	1078	---	809
Total	N=140	N=4	N=119	N=15	N=135	N=17	N=28	N=10
Average Fringe Benefits by Rank	2803	1649	1564	1273	885	835	682	695

(1) Based on 1970-1971. For the numbers of women and men in rank within colleges and departments see Table 22.

benefits is higher for men. The exception holds for CFA women instructors whose average benefits are higher. The University-wide situation is consistent with the pattern for men to receive higher benefits except for instructors. The dollar value of the difference increases consistently as one moves from assistant to associate to full professor.

The above situation is exceedingly difficult to explain since fringe benefit policies are supposed to apply equally to both sexes. In order to study the situation more precisely, the total fringe benefits for each rank were calculated as a percent of the total compensation. This permits answering the question: are women and men receiving similar proportions of their total compensation as fringe benefits? If one considers the average total proportion of fringe benefits for the University as a whole, women receive the

same percentage of fringe benefits in the two ranks of associate and assistant professors, and a slightly higher percentage among instructors. But if the proportions are inspected in all 12 possible comparisons between women and men, nine of the 12 favor men. Thus the sex inequities found on the basis of salary have been repeated to the same degree in fringe benefits.

From the fringe benefit and salary data presented here we can only conclude that faculty women are disadvantaged in total compensation. Further more refined evidence to bolster this point about all women employees will be presented in the section on staff fringe benefits.

Closed Hearing of Faculty Women

In a closed hearing held April 9, 1971 with a group of faculty women, many concerns and complaints came to light. The group indicated that inequities operate to penalize women in several ways:

(1) Women have no maternity leave arrangements which set the conditions in salary, rank, promotion and tenure for such leave. Since married women assistant and associate professors are in their childbearing years, they need time out for these responsibilities with formal recognition of such matters. Such time out may require periodic leaves of absence, part-time career lines and extension of the time before a tenure decision is made.

(2) The imminent closing of Margaret Morrison Carnegie College will lead to a substantial reduction in the number of women faculty on the campus. So far there are no official plans to counteract that loss by vigorous recruiting of women in other departments and schools. Needed now is vigorous recruitment of women into CMU's existing departments. Equally important is the development of new programs and curricula which will attract both women faculty and women students. The group urged serious consideration of programs such as the one recently proposed for a Center for the Study of Human Potential.

(3) Women faculty are often in fields which the University appears to consider peripheral rather than in the central ones, such as engineering, sciences, administration and management sciences. The women faculty may then carry heavy teaching loads, teach freshmen courses mainly, or teach courses which students and departments want taught, but for which academic recognition is low.

(4) The many faculty women who work part-time are penalized through lack of fringe benefits and ineligibility to be considered for promotion and tenure. Furthermore, part-time faculty cannot belong to the Faculty Senate.

(5) Librarians, who are mainly women, have faculty equivalent status but no faculty rank. While they are represented in the Faculty Senate, this confused definition of librarians' status puts them in a separate and problematic category.

(6) There are no mechanisms now operating to move women into academic administrative posts, such as department headships, deanships, and general University administration.

Staff and Administrative Employees

The Commission learned from a variety of sources that staff women perceive a great vacuum in work-related information on the campus. Questions about salary ranges, promotion possibilities and job descriptions were brought to the Commission through many and varied sources: individual staff women wrote letters, many women attended the Commission's public hearing on employees and some gave private testimony, many women responded to the Commissions's questionnaire on employee problems, women from APOWE formed study committees to address particular concerns of staff women, Women of Carnegie-Mellon organized three public meetings to question University administrators on employee matters. The Commission files contain the documents which bear witness to the queries raised from all these sources. Suffice it to say that the Commission considers CMU women staff employees as the single most aggrieved category on the campus. Many perceive themselves as mistreated, underpaid and poorly informed by the administration. The sections that follow will point up possible reasons for such dissatisfaction.

Problems in Obtaining Employee Data

Several critical difficulties confronted the Commission in its search for information about employees. (1) The decentralized organizational structure makes it easy for officials at all levels to "pass the buck" and plead lack of information about employees or in fact to lack important information which they should have. (2) A second problem for the Commission and for the University is the proliferation of job classifications. There are close to one thousand separate job titles--nearly one title for every two employees! This makes meaningful groupings of jobs difficult. The development of the detailed

EEO job categories is a first step in ordering jobs by type and level. If these categories or others like them are used consistently and accurately, realistic monitoring of inequities can begin. If officials continue to invent a new title for every new job, the present chaotic records will render equal opportunity monitoring impossible. (3) A third major problem confronting the Commission is the lack of complete and updated job evaluations for exempt employees. Many professional, nonfaculty women are in this exempt category but one cannot evaluate the absence or presence of discrimination in salaries, titles or fringe benefits between men and women holding comparable positions when the positions cannot be described. It is clear that the administration cannot insure against discriminatory practices until job evaluations for all nonfaculty positions are completed and regularly updated.

Survey of Women Workers

In March 1971, all women employees were sent a brief questionnaire regarding their employment situation.[1] Responses from both staff and faculty employees of all levels indicate strong concern with sex discrimination. Over one-third of the 150 respondents reported that they felt sex has been a factor in decisions made at CMU about either their hiring, firing, promotion or salary. This report came from women who have been at CMU as long as 16 years or as sh[illegible] a period as one year. The major area of such perceived discrimination is salary. Nearly all the complainants about salary argue that as women they are generally underpaid. Those who now fill the same jobs as men, or who were preceded or replaced by men, say they know the men are paid far better than the women. Those in secretarial jobs report that they feel discriminated against as members of an all female occupation, that no man would receive such low pay for that category of work.

In addition to salary discrimination, the respondents frequently mention several other problems reflecting inequities: inability to get promoted to higher levels when they have suitable qualifications, lack of pension plans for some predominantly female employee

[1] The questionnaire with detailed results is available to interested readers from Commission files.

categories, failure to obtain information on one's own job description after repeated requests and anti-female attitudes of co-workers and supervisors.

Problems Raised in Public Hearings

A public hearing for employees was held by the Commission on March 25, 1971. Among the many issues and questions raised the following stand out:

(1) Some women do not know to whom to take grievances or questions concerning their status as employees, their relationships with their supervisor, other employees or with the Personnel Services Department.

(2) They do not understand why the employment situation, in terms of titles, hours and salaries, in one employing unit can differ so markedly from that in another and do not consider such differences fair.

(3) They do not know what their job descriptions are or the salary ranges for those positions and cannot get such information either from unit supervisors or from the Personnel Services Department.

One problem which may be confronting women applicants is that they are not considered for positions for which they are qualified and may be hired at a lesser position and be required to prove their ability.

Interviews with administrative personnel concerning the actual practices in the employment area which might explain the reasons for these problems lead us to the following general causal factors:

> There is a lack of accurate and readily accessible information on the whole range of non-academic employees and positions.
>
> There is a lack of clarity on where responsibilities lie with respect to various elements of the employment situation, such as salary, promotion, transfer, leave and hours of work.
>
> There is a lack of knowledge on the part of employees about their position in relation to other employees and about their rights as employees.
>
> Each employing unit exercises primary control over the defining of positions within the unit, the salaries of employees in the unit and the working conditions of those employees. This results both in conflicting policies among employing units and in conflicts with the Personnel Department.

Distribution of Employees: The Big Picture

The distributions of women and men in broad job categories for the whole University, based on March 1970 data, show that women employees form about one-third of the University's work force. As shown in Table 28, women fill only 16 percent of managerial jobs, only 13 percent of professional jobs (including faculty), 21 percent of technicians and about four percent of skilled and semi-skilled jobs. By contrast, women are 91 percent of office and clerical workers and 39 percent of the unskilled category of service workers. It is noteworthy that women office workers comprise more than half of the University's female labor force.

Table 28. Number and Percent of Women and Men in Job Categories For all Fulltime and Part-time University Employees (including faculty)

Job Category	Women		Men		
	Number	Percent	Number	Percent	Total
Officials and Managers	34	16	177	84	211
Professionals	95	13	624	87	719
Technicians	53	21	196	79	249
Office and clerical	410	91	43	10	453
Skilled, semi-skilled, unskilled	6	4	157	96	163
Service workers	122	39	192	61	314
Totals	720	34	1389	66	2109

As of April, 1971, the University had 1235 staff employees. Of this number, 236 work part time (see Table 29). While women are half of full time workers, they make up 62 percent of part time employees. The Commission requested average salary data for part time workers with salaries prorated on a standardized basis. Such data was not available,

although the Management Information Center staff attempted to provide it. Salary information is stored in several different ways in the MIC computer. At this juncture no system of standardized wages exists. Ideally such a system would yield an hourly earned wage regardless of the number of hours worked or the specific work schedule. In addition, no systematic information is available on the types of jobs filled by part time workers. Hence study of possible inequities for part-time women workers remains impossible at this time.

Table 29. Number and Percent of Full time and Part time Staff Employees

	Women		Men		Total
	Number	Percent	Number	Percent	
Full time	496	50	503	50	999
Part time	147	62	89	38	236
Total	643	52	592	48	1235

Distribution of Staff Women and Men in Detailed Job Categories

Great effort was expended by the Commission to obtain detailed information on specific job categories. In conjunction with the Commission, members of the Personnel Services Department and the Management Information Center developed 25 categories to encompass all occupations within the University. The skeletal structure of these categories is the set of eight broad job categories defined by the Equal Employment Opportunity Commission and the Office of Federal Contract Compliance. Since this office requires from CMU an annual report (the EEO-1 report) on the numbers and distribution of employees according to minority status and sex, it was agreed that developing a detailed code of the jobs in that report would serve a useful function to the University. The code includes 25 job categories covering both academic and non-academic titles and is presented fully in Table 36.

Table 30. Number and Percent of Staff Women and Men in 17 Job Categories

Job Category	Women		Men		
	Number	Percent	Number	Percent	Total
OFFICIALS AND MANAGERS					
Executives and Officials	0	0	8	100	8
Staff Department Heads	4	11	32	89	36
Academic Department Heads	3	7	40	93	43
Management, General Positions	29	20	117	80	146
PROFESSIONALS					
Nonacademic Professionals	40	46	46	54	86
Senior Fellows, Principal Research Scientists	0	0	27	100	27
Fellows, Senior Research Scientists and Research Scientists	9	10	84	90	93
Junior Fellows and Assistant Research Scientists	7	37	12	63	19
Junior Research Scientists, Research Associates and Assistants	8	12	59	88	67
Athletic Staff and Coaches	3	43	4	57	7
TECHNICIANS	25	22	89	78	114
OFFICE AND CLERICAL WORKERS					
Secretaries and Administrative Assistants	195	99	1	1	196
Clerical Workers	161	88	23	12	184
CRAFTSMEN--SKILLED	0	0	62	100	62
OPERATIVES--SEMISKILLED	1	4	26	96	27
LABORERS	0	0	21	100	21
SERVICE EMPLOYEES	103	40	158	60	261

Based on 1390 employees listed on the payroll May 27, 1971 and excluding all faculty except academic department heads.

As Table 30 shows, women are concentrated in a few job categories and virtually absent from others. The secretaries and administrative assistants are virtually all women (99 percent); and clerical workers are predominantly women (88 percent). In every other category, males predominate. In the whole range of professional job categories

women are well represented in only one--they are 46 percent of nonacademic professionals (e.g. public relations, accounting, nurses, personnel workers).

Among the categories within a grouping, it is apparent that, in general, the higher the prestige level, the smaller the proportion of women in the category. Thus, among officials, women are totally absent in the top category of executives. Those women who are represented among officials cluster largely in the lowest category of general management positions. The same pattern holds for the fellows and research scientists--no women are in the top levels of senior fellows or senior research scientists, rather they are concentrated as junior fellows and assistant research scientists.

Terminations of Staff Employees

Terminations and resignations of employees on the main campus during the three months from January through March 1971 indicate that staff women are not being singled out by the reduction in the work force. A total of 32 or about five percent of women staff employees left the University compared with 32 men who comprise about five percent of the male staff. There is no proportionately higher loss rate of women during these three months. The Commission cannot judge whether this pattern is unique or typical of terminations--at this time, no further data were available.

Staff Salaries

Among the staff, women are paid less than men in the same job category. Average salaries within those detailed job categories which permit comparison are consistently higher for men than for women. This holds true regardless of occupational type and level: women department heads earn about half of men in that category, women in general management positions earn about $5,000 less than men, women nonacademic professionals earn about $3,000 less than men. In every category presented in Table 31, men's salaries exceed women's. The fact that highly specialized jobs are involved appears not to alter the discrepancies--research scientists, athletic staff, operatives, technicians all represent such specialized work. Clearly, gender is a factor operating across the board.

Table 31. Average Salaries of Staff Women and Men in 17 Job Categories (in dollars annually)

Job Category	Women	Men
OFFICIALS AND MANAGERS		
Executives and Officials	---	35687
Staff Department Heads	9467	18279
Academic Department Heads	10925	22121
Management, General Positions	8037	13213
PROFESSIONALS		
Nonacademic Professionals	8459	11455
Senior Fellows, Principal Research Scientists	---	22938
Fellows, Senior Research Scientists and Research Scientists	10685	12804
Junior Fellows and Assistant Research Scientists	9480	10300
Junior Research Scientists, Research Associates and Assistants	7313	9274
Athletic Staff and Coaches	8450	9384
TECHNICIANS	5460	6889
OFFICE AND CLERICAL WORKERS		
Secretaries and Administrative Assistants	5372	---
Clerical Workers	4851	5918
CRAFTSMEN--SKILLED	---	9362
OPERATIVES--SEMISKILLED	---	7097
LABORERS	---	6507
SERVICE EMPLOYEES	4856	5764

Based on 1390 employees listed on the payroll May 27, 1971 and excluding all faculty except academic department heads. For numbers of women and men see Table 30. In the two cases where only one person's salary is involved, the average is omitted.

A more detailed study of salaries reinforces the larger picture within the University. From payroll lists prepared in May 1971, the Commission, working with the Personnel Services Department, selected employees in three categories: middle management, technicians and service workers. Men and women in each category were selected according to specific job title and were only included in a job category if they held identical or

closely equivalent titles and fell into the same Equal Employment Opportunity category.

The results of this study are shown in Table 32. Dramatic differences emerge in each of the three job categories. In every case, men's average monthly salaries are noticeably higher than their female counterparts. In the management category, women earn about $200 less each month than men.

The service workers present an especially interesting discrepancy. In this category the job title "maid" is given only to women and "custodian" only to men. Yet inspection of these job descriptions indicates that while some maids and custodians indeed do different work, the work of others is identical.

Table 32. Comparison of Salaries for Men and Women With Comparable Job Titles in Selected Job Categories

Job Category	Average Monthly Salary	
	Women	Men
Management (fourth level-nonacademic)(1)	$ 806 N=8	$1059 N=26
Technicians(2)	$ 452 N=12	$ 554 N=17
Service Workers(3)	$ 388 N=22	$ 461 N=29

(1) Fourth level nonacademic management includes all men and women on the May 1971 payroll occupying administrative positions such as Director of Purchases, Manager of Compensation, Head of Photographic Services, Manager of Office Services, Division Accountant. They report to an administrative officer who in turn reports to a vice president.

(2) Technicians includes all females carrying that job title or the title "lab technician" and a 50 percent random sample of all males with either title based on the May 1971 payroll.

(3) Service workers is limited to maids and custodians. A 50 percent random sample of those holding the title "maid" and a 25 percent random sample of those titled "custodian" were selected from the May 1971 payroll list.

Thus work seems to be defined and assigned according to sex rather than to job description. The salary average favors men (e.g., "custodians") over women (e.g., "maids"). Clearly this is as much a problem of union-defined inequities as it is a problem of the University.

Finally, the situation for technicians emphatically underscores the evidence that women get unequal and low pay for equal work. In this case, the men and women compared carry identical job titles: technicians and lab technicians. Both in titles and according to job descriptions we could find no differences between the sexes. Yet the men's monthly salary exceeds the women's by $100.

Salary Structure for Non-Exempt Employees

Because of the particular information gap on salary structure indicated to the Commission by staff women, this section describes the procedures followed in arriving at pay grades, job descriptions and their respective salaries. Detailed examples of some job descriptions are available from Commission files.

The employees of the University are divided into two groups, exempt employees and non-exempt employees. The non-exempt employees are specifically covered by the Federal Fair Labor Standards Act of 1968 and include such positions as technician, key punch operator, secretary and maintenance worker. The exempt employees are not covered by the FLSA and include such groups as higher administration and faculty.

The salary structure for non-exempt, non-bargaining employees defined for 1970-1971, as shown in Table 33, is still applicable in 1971-1972. When the salary structure was being developed a few years ago, job descriptions were written for most non-exempt jobs. From these descriptions, a job was rated according to eleven evaluative factors: education, experience, complexity of duties, supervision received, error detection or correction difficulty and effects, contact with others, confidential data, mental or visual demands, working conditions, character of supervision given and scope of supervision given. Each

Table 33. Non-Exempt Salary Structure (1)

Pay Grade		Range Minimum	First Quartile	Range Mid Point	Third Quartile	Range Maximum
2	Annual Salary	3535.00	3740.00	3945.00	4150.00	4355.00
	Approx. Mo.	(294)	(311)	(328)	(345)	(362)
3	Annual Salary	3924.00	4151.50	4379.00	4606.50	4834.00
	Approx. Mo.	(327)	(345)	(364)	(383)	(402)
4	Annual Salary	4356.00	4608.50	4861.00	5113.50	5366.00
	Approx. Mo.	(363)	(384)	(405)	(426)	(447)
5	Annual Salary	4835.00	5115.25	5395.50	5675.75	5956.00
	Approx. Mo.	(402)	(426)	(449)	(472)	(496)
6	Annual Salary	5367.00	5678.00	5989.00	6300.00	6611.00
	Approx. Mo.	(447)	(473)	(499)	(525)	(550)
7	Annual Salary	5957.00	6302.25	6647.50	6992.75	7338.00
	Approx. Mo.	(496)	(525)	(553)	(582)	(611)
8	Annual Salary	6613.00	6996.25	7379.50	7762.75	8146.00
	Approx. Mo.	(551)	(583)	(614)	(646)	(678)
9	Annual Salary	7340.00	7765.50	8191.00	8616.50	9042.00
	Approx. Mo.	(611)	(647)	(682)	(718)	(753)

(1) Effective July 1, 1970

factor has an assigned numerical weight. The degree to which each of these factors is contained in, or necessary for each job is evaluated according to a job description. Thus, each different job receives a numerical score for each of the eleven factors. This scoring has been done for every non-exempt job at CMU.

The next step was to group jobs with approximately the same numerical rating into one grade. There are eight grades; each grade contains the jobs within the University which require approximately the same total point value based on the eleven factors evaluated. The divisions between grades are made according to the American Association of Industrial Management, Job Rating Manual, a nationally-used reference on which CMU's system is based.

Finally, a pay range is determined for each grade, with both minimum and maximum monthly salaries for jobs within that grade. Ranges in salary are influenced both by internal and external economic considerations. Though exceptions do exist, this is the system upon which all CMU non-exempt non-bargaining employee salaries are based.

Presentation of this information represents progress in the responsiveness of the administration, especially the Personnel Services Department, to employee demands for pertinent job information. Much, however, remains unclear. The existing job descriptions cover roughly 80 percent but not 100 percent of jobs. Whether these job descriptions will be completed and updated both remain problematic issues. So far the University has not committed the funds necessary to do either task.

Staff Fringe Benefits

As with salary, so with fringe benefits; women consistently receive less. Table 34 presents the average dollar value of fringe benefits for staff. Again as one looks at each possible comparison between women and men within a job category, the men receive higher average amounts of fringe benefits. The size of the difference varies, with the largest discrepancies between women and men who are department heads and in other management

Table 34. Average Dollar Value of Fringe Benefits for Women and Men Staff Employees in 17 Job Categories (1)

Job Category	Women	Men
OFFICIALS AND MANAGERS		
Executives and Officials	--	3938
Staff Department Heads	1221	1852
Academic Department Heads	1297	2206
Management, General Positions	759	1207
PROFESSIONALS		
Nonacademic Professionals	852	904
Senior Fellows, Principal Research Scientists	--	2729
Fellows, Senior Research Scientists and Research Scientists	830	898
Junior Fellows and Assistant Research Scientists	943	1112
Junior Research Scientists, Research Associates and Assistants	489	729
Athletic Staff and Coaches	734	892
TECHNICIANS	486	578
OFFICE AND CLERICAL WORKERS		
Secretaries and Administrative Assistants	457	--
Clerical Workers	422	754
CRAFTSMEN--SKILLED	--	1044
OPERATIVES--SEMISKILLED	--	818
LABORERS	--	783
SERVICE EMPLOYEES	591	723

(1) Based on 1390 employees listed on the payroll May 27, 1971 and excluding all faculty except academic department heads. For numbers of women and men see Table 30. In the two cases where only one person's fringe benefits are involved, the average is omitted.

positions. And as with faculty fringe benefits, there are no obvious explanations for these differences.

This conclusion is strongly reinforced by the more refined data presented in Table 35. Six types of fringe benefits were compared for women and men: FICA (social security), retirement, group life insurance, hospitalization (including Blue Cross, Blue Shield and Major Medical), guaranteed disability and workman's compensation.

In the six fringe benefits areas, for all EEO job categories in the University, the average dollar value paid by CMU is generally greater for men than for women. More specifically, for social security (FICA), in ten possible comparisons, men average more in seven job categories; for retirement, men average more benefits in eight out of nine categories; for group life, men average more benefits in 11 out of 15 categories; for hospitalization, men receive more benefits in all 15 job categories; for workman's compensation, men average more benefits in 15 out of 16 categories. The one fringe benefit area which favors women is guaranteed disability--women average more than men in 13 out of 15 categories.

The strong pattern of higher average benefits for men is explainable largely by the fact that most fringe benefits are computed as a percent of salary. Thus, despite intricate variations among them for arriving at the exact percentages of salary for each benefit, the following types clearly involve salary as their basis: social security, retirement and workmen's compensation; group life insurance is a function both of salary and age. Blue Cross and Blue Shield are optional and it is likely that some women choose not to take these because their spouses' insurance covers them--hence the University pays out less for women's hospitalization benefits. In guaranteed disability, the higher average benefits for women may be explainable as follows: The University pays a flat $2.14 per month for each employee but only $1.59 per month for employees who have TIAA coverage; since few women benefit from TIAA, CMU has to pay the full $2.14 for most women's guaranteed disability.

Table 35. Average Dollar Differences Between Women and Men in 25 Job Categories for Six Types of Fringe Benefits (1)

EEO Job Codes		Fica		Retirement		Group Life		Hospitalization		Guaranteed Disability		Workman's Compensation	
		N	$	N	$	N	$	N	$	N	$	N	$
1/02	W	3				3		3		3		3	
			0				-3		-88		-3		-18
	M	29				29		29		29		29	
1/03	W	4		4		4		3		4		4	
			0		-990		-1		-90		+3		-23
	M	46		40		46		46		46		46	
1/04	W	33		13		30		30		33		33	
			-22		-664		-7		-96		0		-11
	M	128		55		126		126		127		128	
2/01	W	39		17		35		34		36		39	
			-14		-163		-10		-73		+1		-6
	M	47		15		38		41		41		47	
2/02	W	4		4		4		4		4		4	
			0		-358		0		-133		+2		-10
	M	96		85		92		93		96		96	
2/03	W	9		8		9		8		9		9	
			0		-182		-3		-95		+6		-6
	M	85		50		84		84		84		85	
2/04	W	15		4		15		14		15		15	
			-10		-10		-3		-132		+1		-3
	M	124		24		118		118		122		124	
2/05	W	11				9		8		11		11	
			+48				+4		-61		+5		+3
	M	34				34		34		34		34	
2/07	W	3								3		3	
			0								-6		-6
	M	3								3		3	
2/09	W	8				5		5		8		8	
			0				-6		-113		0		-4
	M	86				77		83		82		86	
2/10	W	8		3		78		7		8		8	
			+5		-393		+4		-89		+2		-2
	M	12		4		12		11		12		12	

Table 35. Cont'd.

Table 35. Average Dollar Differences Between Women and Men in 25 Job Categories for Six Types of Fringe Benefits (1)

EEO Job Codes		Fica		Retirement		Group Life		Hospitalization		Guaranteed Disability		Workman's Compensation	
		N	$	N	$	N	$	N	$	N	$	N	$
1/02	W	3				3		3		3		3	
			0				-3		-88		-3		-18
	M	29				29		29		29		29	
1/03	W	4		4		4		3		4		4	
			0		-990		-1		-90		+3		-23
	M	46		40		46		46		46		46	
1/04	W	33		13		30		30		33		33	
			-22		-664		-7		-96		0		-11
	M	128		55		126		126		127		128	
2/01	W	39		17		35		34		36		39	
			-14		-163		-10		-73		+1		-6
	M	47		15		38		41		41		47	
2/02	W	4		4		4		4		4		4	
			0		-358		0		-133		+2		-10
	M	96		85		92		93		96		96	
2/03	W	9		8		9		8		9		9	
			0		-182		-3		-95		+6		-6
	M	85		50		84		84		84		85	
2/04	W	15		4		15		14		15		15	
			-10		-10		-3		-132		+1		-3
	M	124		24		118		118		122		124	
2/05	W	11				9		8		11		11	
			+48				+4		-61		+5		+3
	M	34				34		34		34		34	
2/07	W	3								3		3	
			0								-6		-6
	M	3								3		3	
2/09	W	8				5		5		8		8	
			0				-6		-113		0		-4
	M	86				77		83		82		86	
2/10	W	8		3		78		7		8		8	
			+5		-393		+4		-89		+2		-2
	M	12		4		12		11		12		12	

Table 35. Cont'd.

Table 35. Average Dollar Differences Between Women and Men in 25 Job Categories for Six Types of Fringe Benefits (1) (Continued)

	Fica		Retirement		Group Life		Hospitalization		Guaranteed Disability		Workman's Compensation	
	N	$	N	$	N	$	N	$	N	$	N	$
2/11 W	9	-21			5	-8	6	-54	8	+1	9	-4
M	67				47		60		66		67	
2/13 W	3	+4			3	-4	3	-149	3	+2	3	-2
M	4				4		4		4		4	
3/01 W	24	-55			21	-5	24	-68	24	0	24	-3
M	88				67		84		85		88	
4/02 W	161	-50	11	+36	120	-3	147	-85	156	-3	161	-2
M	28		10		24		26		28		28	
8/01 W	110	-47	105	-14	104	+5	96	-99	110	+2	110	-2
M	172		150		154		161		171		172	

(1) Based on May 27, 1971 payroll. A - value indicates lower fringe benefits for women, a + indicates higher value for women. Definitions of the EEO job categories are in Table 36. The number of women (W) and men (M) in each comparison is shown at the left under "N".

On the whole, both faculty and staff women benefit substantially less than men from the fringe benefits now available and which involve large cash expenditures by CMU per individual employee. Other indirect benefits include reduced fees for employee children in the CMU Children's School. The newly established CMU Child Care Center charges fees on a sliding scale and serves student, staff and faculty families. In addition, there are vacation and sick leave benefits, whose cost to CMU we could not determine.

The tuition remission program served 283 employees during 1970-1971. The program covers all employees and their children and the spouses of faculty. The University contributes toward dependents' college tuition (a maximum of $2,200 per eligible dependent), toward tuition for faculty and staff for courses at CMU and toward tuition for faculty for courses at the University of Pittsburgh.

Table 36. EEO Job Categories and Codes Used in Commission's Final Report

Codes	Job Category
	OFFICIALS AND MANAGERS:
1/01	Executives and Officials
1/02	Staff Department Heads
1/03	Academic Department Heads
1/04	Management, General Positions
	PROFESSIONALS:
2/01	Nonacademic Professionals
2/02	Professors
2/03	Associate Professors
2/04	Assistant Professors
2/05	Instructors
2/06	Senior Lecturers
2/07	Lecturers
2/08	Senior Fellows, Principal Research Scientists
2/09	Fellows, Senior Research Scientists and Research Scientists
2/10	Junior Fellows and Assistant Research Scientists
2/11	Junior Research Scientists, Research Associates and Assistants
2/12	Teaching Counselors and Teaching Assistants
2/13	Athletic Staff and Coaches
3/01	TECHNICIANS
	OFFICE AND CLERICAL WORKERS
4/01	Secretaries and Administrative Assistants
4/02	Clerical Workers
5/01	CRAFTSMEN--SKILLED
6/01	OPERATIVES--SEMISKILLED
7/01	LABORERS
8/01	SERVICE EMPLOYEES
9/01	APPRENTICES AND TRAINEES

Table 37. Tuition Remission Benefits, 1970-1971 (1)

Category	Women Beneficiaries Number	Women Beneficiaries Average Benefit	Men Beneficiaries Number	Men Beneficiaries Average Benefit
Faculty	5	$629	73	$936
Staff and Administration	93	$1021	112	$888
Total	98	$1001	185	$907

(1) Computed from data provided by President's Office.

The average support per beneficiary for the total University is $939. Among those receiving benefits, 31 percent are women--in line with the 34 percent that women comprise of CMU's employees.

Since the number of faculty women receiving tuition remission benefits in 1970-1971 is so small, comparison of averages for men and women faculty would not be meaningful. In the staff and administrative category, the average benefit for women is 13 percent higher than for men. Thus women appear to benefit more than men from the tuition remission program. And among women, it is largely staff employees who benefit.

Questions were raised during public and private hearings concerning remission of tuition for courses at CMU. Staff women asked why staff in some departments were denied remission of tuition for CMU day courses which their department had approved. The Commission could not obtain information on requests for tuition remission which had been denied; this question should be reopened for study by the OEO.

A general problem pervades any analysis of CMU fringe benefits. Many kinds are offered, but only some employees benefit from each of them. And in the retirement and life insurance areas, there are several different plans operative with great variation in benefits to employees. Some employees end up with no retirement benefits because, although all CMU employees are covered by one of the general retirement plans, no cash

outlay to the employee at retirement is assured. Apparently this developed through continuation of older non-funded plans which are closely constrained by social security benefits.

The Commission did not ascertain how many employees fall into this unfortunate category. But women workers' complaints to the Commission suggest that women may suffer disproportionately from lack of retirement benefits.

In addition to the confusing array of plans, the Commission finds that CMU has no maternity leave policy. We pressed for information on the marital status, numbers and ages of children in order to determine how many women might benefit from both the Child Care Center and maternity leave. Such information on staff employees was not available, but we were able to obtain estimates for 1970-1971 on faculty. Since data on familial status are not regularly updated, we stress that these are merely estimates which probably understate the actual situation of most faculty.

About 61 percent of faculty women are married compared with 89 percent of faculty men. Similarly, a smaller propotion of faculty women have children--about one quarter of the women compared with about one half of the men. However, among faculty members with children both sexes have an average of about two children and the average age of these children is nine years. Among the men, full professors have the highest number of children compared with the other ranks; among women, it is the assistant professors. Perhaps this reflects the national trend for increasing labor force participation by women with young children. Whether this is a trend at CMU and one that will continue remains unanswerable at present. In any case, it is clear that the University has an opportunity to facilitate married women's entrance into both the faculty and staff by providing child care services and maternity leave.

Since women employees are now disadvantaged relative to men in fringe benefits both in dollar terms and in the lack of a maternity leave policy, the Commission urges that: first, women's salaries be raised to eliminate inequities, since such an increase will also reduce the fringe benefits differentials between women and men; second, that a variety of fringe benefits (some existing ones and some new ones such as maternity leave

leave and child care services) be offered to all employees but up to a limited dollar amount or to a fixed percentage of salary (perhaps ten percent). In this way, both women and men can utilize those benefits they prefer. Once women's salaries are equalized, such a policy would eliminate benefit inequities due to sex, marital status, number and ages of children or the employee's age.

Recent Changes Affecting Women Workers

Since the Commission's Preliminary Report in April 1971, there are some positive signs in recent practices affecting female employees. But there are also negative signs indicating lack of progress in some areas.

The Commission is encouraged by the new job posting procedure for non-exempt non-bargaining vacancies. Announcements with brief job descriptions are posted for three work days on bulletin boards across the campus. This procedure was described in the Personnel Services Communicates dated July 19, 1971. There appears to be a weak but perhaps crucial sign that salaries paid to women employees in newly created positions for 1970-1971 were equivalent to men's in roughly the same categories--faculty, clerical and administrative. This did not hold for new positions created in 1969-1970. If there is a trend emerging, the Commission hopes for its bold continuation.

On the negative side, the Commission observes the continuing tendency for the number of women who are new faculty and administrative appointees to remain minuscule. There are only four women among the 33 new faculty members and three of these women are instructors. In the research appointments, there are no women at all. Finally, there are no women taking leaves of absence in this academic year either with CMU support or outside support.

Without vigorous efforts to counteract these patterns, the inertial effect is to foster the inequities described in this chapter. The effort to stimulate improvements for women at CMU must come from decision makers at all levels as well as from women themselves.

REPORTS FROM WOMEN'S GROUPS

Women of Carnegie-Mellon

In the fall of 1970 a group of academic women called Dr. Stever's attention to discrimination against women at CMU. Dr. Stever responded by establishing the Commission on the Status and Needs of Women to investigate the credence of these charges.

The academic women then met with other women who were concerned about discrimination and formed the Women of Carnegie-Mellon which represented women staff, faculty, alumni and students. WCM was structured into task forces based on the several interests of its members. These task forces supplemented the work of the Commission by providing the Commission with information about discrimination on campus and by acting on information made available by the Commission on discriminatory practices. The main focus has been and will continue to be to define and to promote positive directions CMU could take to reduce or eliminate discrimination against women.

Early in the summer of 1971 the Commission on the Status and Needs of Women brought to the attention of WCM the lack of cooperation it was receiving in obtaining the information necessary to complete the Commission's final report. The main offender in holding up information appeared to be the Personnel Services Department. WCM therefore requested that the Director of Personnel meet with them to discuss the problems involved in making information available to the Commission. Because the Director of Personnel was not able to answer many of the questions of WCM, two more meetings were held with other administrators at each meeting. In keeping with the main purpose of WCM, the administration was presented with a set of expectations and suggested dates for action or programs which would begin to end discrimination at CMU. In the report of these meetings which follows, an attempt has been made to select questions which would be of particular interest to a large number of women on campus. Answers from Mr. Nelson, Dr. Schatz and Mr. Luster are quoted in full. Complete transcriptions of the three meetings are available in the Hunt Library (Reference) and Mellon Institute Library.

Selected Questions, Mr. Nelson, July 20, 1971

Question: How can an employee find out what her job grade and salary range are?

Answer: The first thing we'd have to suggest is to go to your immediate supervisor. If your immediate supervisor does not know, and unfortunately there are many who do not know, then Personnel would tell the supervisor and expect the supervisor to tell the employee. We have had our share of problems in having that type of information properly relayed to the employees. Personnel should not do the supervisor's jobs for them. The supervisors should know what the rate ranges are for the jobs under them so as to know how the employee fits in. If the supervisor refuses to give the information then the employee should go back to Personnel. I think the time has come when this information should be made known to the employees.

Question: What plans do you have to improve and make more complete the records of employees?

Answer: Most departments have better records on individual employees than we have. This is an outgrowth of a decentralized organization and a non-centralized personnel policy. Departments took care of their own people and their people's records. Now we have since 1968 begun to build salary records. We need, however, such things as dependents (children), and their ages. The plans were to send out a personnel data form which would give us this information. Our first attempt was to have been "quick and dirty", to get the information fast. I feel that after further thought, however, we need a complete, thorough informational sheet that tells us everything we need to know and have that in our files and in the computer so that we can extract that information for the various types of things the Commission is asking for right now. It should be put into the computer in a form that is easily retrievable--whatever your status may be--personal, job-wise, salary-wise, education-wise. We don't have this kind of information in our records. It will take a great deal to get it and maintain it. We're taking steps in the right direction. We're finding out by the way. We haven't been static either in our department or MIC. We're building files.

Expectations Addressed to Mr. Nelson

The Women of Carnegie-Mellon ask that you, as Director of the Department most concerned with the employment situation of staff women, take all steps necessary to effect the following:

Beginning Immediately

Refuse to process any appointment form for a new employee in an evaluated job for less than the minimum salary suggested by the salary scale.

During the Month of August, 1971

In accord with President Stever's memorandum of 24 February 1971, provide whatever data and information is requested to the Commission on the Status and Needs of Women.

Assist the APOWE committees to develop a grievance procedure for staff employees and to develop alternative pension plan proposals for staff employees.

Determine what information is needed in order to evaluate all non-faculty jobs not now evaluated. Inform supervisors of the employees whose jobs have to be evaluated of the method that will be used in gathering this information and evaluating the jobs. Begin gathering the information and evaluating the jobs.

By September 1st, 1971

Provide every staff woman whose job has been evaluated with a copy of her job description, information on her own job grade and the salary range for that job grade.

Begin to circulate to all staff personnel a weekly listing of open positions at CMU.

By September 15th, 1971

Design an application for employment form which contains no items which might be used to discriminate against women in initial employment at CMU (such as marital status, number of children, etc.)

Design a personnel profile form which will contain questions on whatever additional items are needed for monitoring of equal opportunity or a base for identifying the fringe benefit needs of women employees (such as marital status, numbers and ages of children). Establish a mechanism for keeping this information up to date and readily retrievable. Submit both forms to WCM for review before duplicating them for use.

Selected Questions, Dr. Schatz, August, 1971

Question: In 1969, the University administration hired a consulting team to evaluate non-exempt, non-union jobs for approximately 500 employees at a cost of over $50,000. Salary scales were established at the conclusion of this evaluation, which were as low as any in Pittsburgh. When the administration was faced with the need to provide $100,000 to bring salaries for all evaluated jobs to the minimum of their range, only $25,000 was provided. Now a full year has elapsed during which a new budget has been determined. We would like to know, was an effort made during the 1971-1972 budgeting time to insure that all persons filling evaluated jobs would receive the minimum salary for their job range? Are all such positions now receiving minimum salary and if not, why not?

Answer: I may not be able to answer all of your questions, including the last one, but I did, because of your notice, check with Mr. Nelson this morning as to the answers to most of your queries.

During the last budget year, there was to my knowledge, no specific discussion about providing funds to make sure that all people came up to the minimum. There was a general feeling that increases in salaries had to be made and rather than general directives, salary increases were allowed for in the budget which as most of you know by now averaged around five percent. The reason I say averaged around five percent is that we have not been in the habit, in so far as I know, at least in the faculty area, of making across-the-board increases of salaries. These actual salary increases are left to the judgment of department heads and other supervisors. The budget did, however, provide for salary increases. My recollection is that we have not directly faced the issue of the number

of people who were below the minimum. Now, with the increases which have been provided, I believe that some progress has been made in raising people to the minimum, but in answer to your last question--Are we paying everyone, on the campus minimum salaries according to the scale?"--the information Mr. Nelson gave me this morning is we are not. I do not have information as to how many people are not being paid the minimum salary because I don't think he has it at the moment; but he knows we are not paying everyone the minimum amount. Now, the question--"why not?"--is difficult to answer. I don't think it comes back to so much a question of discrimination because the question you're asking actually applies I think to men on the campus as well as some women who are not getting the minimum salary. I suppose a simple answer is that the money hasn't seemed to stretch far enough and I don't think that's a good enough answer for you but it's the only one I have.

Now with respect to the future, going back to your request to Mr. Nelson of July 20, regarding the payment of minimum salaries. It seems to me that it would be unfair, improper, to acceed to your request that all new appointment forms be sent back if they are not at least at the standard minimum without at the same time raising or making every attempt to raise all people to the minimum level. And that matter is being looked into right at this moment. I do not have precise figures as to what the cost would be to make sure that everyone gets the minimum salary. But it's my personal opinion, and I guess I'm not speaking now directly for the administration or the President, certainly by September lst and retroactive to July lst we should be paying all people on campus the minimum standard salaries in their ranges. And this is a recommendation which I have made and I believe we will probably do it.

Question: This is a question which grows from data that the Commission obtained from your office on the salaries and fringe benefits for men and women faculty. Data is provided for each college and each rank. There are some colleges and some ranks within colleges where there are no women (or no men) so that we have 12 possible comparisons.

Comparing the same rank and in the same college: (a) the total average salaries for men is higher than for women in 11 out of 12 comparisons; (b) the dollar value of fringe benefits is higher for men than for women in 12 out of 12, and (c) the total compensation is higher for men than for women in 12 out of 12 comparisons. There are two questions arising from this: (1) whether the administration at Carnegie-Mellon is committed to equal pay for equal work; and (2) if so, what plans does the administration have to increase the salary and fringe benefits to women faculty. (1)

Answer: To answer the second part of that question what plans does the University have to increase the salaries and fringe benefits for faculty women (or decrease the one salary which is higher), the deans have been asked to take a look at all the people in their colleges, to rate them along the dimensions which I have mentioned in addition to those regarding sex and race and then when we see what that looks like, we will simply have to propose a plan which equalizes the situation. I don't think there's any other answer to that question. The rate at which it's done will depend a little on the financial situation at this University. I can't think of anything else which can control the rate. There's really no question about the rightness of the matter. To say just a word about the financial

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(1) First part of answer omitted due to length.

situation at the University. The University cannot create funds. So it will have to do some of its equalization and its salary increases in general by much closer control of the total number of people who work for the University. By and large, the largest expenditure for this University is for personnel--something like 70-75 percent of our total annual expenditures are personnel expenditures. In many ways it probably does not spend enough money on its facilities and personnel matters. Since it's not possible to create money we all have to conserve money so that people who do work at the University are properly paid with respect to the concerns you have and with respect to the amounts of money they need to live. I think it's a long term proposition--something less than ten years, but more than six months. And I don't mean that the administration is going to look for either faculty or staff positions to eliminate so that it can equalize the situation. In both areas there is sufficient turnover so that equalization can take place without particular harm to any individual.

Expectations Addressed to Dr. Schatz

The Women of Carnegie-Mellon ask that you, as Vice President for Academic Affairs and a member of the Management Committee, take all steps necessary to effect the following:

(1) Vote funds immediately for: (a) evaluation of all jobs that have not yet been evaluated; (b) raising salaries for faculty, administrative and staff women so that by the Fall of 1972 systematic inequities will no longer exist. (This includes raising salary ranges for staff women five percent as recommended by Personnel and equalizing salaries for staff across departments. For administrative and faculty women, this means bringing the salaries in line with men in comparable positions): (c) budget for expenses of WCM-Secretarial Assistance, duplicating costs and mailings to start September 1, 1971.

(2) Vote funds for the FY 1971-1972 to implement a pension program and other fringe benefits acceptable to staff, administrative and faculty women.

(3) Urge all executives, deans and department heads to aggressively recruit women for faculty and administrative positions and to promote qualified women to higher level positions immediately.

(4) Reopen the cases of all faculty women terminated during 1970-1971 for any reason other than retirement, and refer the bases for investigation to the Office of Equal Opportunity.

(5) Recommend that the Board of Trustees elect a larger proportion of women to its membership at its next meeting.

The Women of Carnegie-Mellon would like to take this opportunity to restate the position of the women on the campus regarding the Office of Equal Opportunity which was recommended by President Stever's Commission on the Status and Needs of Women, July 9, 1971. We expect that a woman will be appointed either as Director of the Office of Equal Opportunity or as Co-Director for Women's Affairs. The woman selected for this position should be someone mutually acceptable to both the administration and the Women of Carnegie-Mellon. We also expect that there will be a monitoring vehicle as recommended by the President's Commission. We feel it is only fair to communicate to the administration that any alternative other than having a woman either as Director or

Co-Director of the Office of Equal Opportunity would be totally unacceptable to the women of Carnegie-Mellon University.

The Women of Carnegie-Mellon would like to have a written report on the actions taken by you before September 7, 1971.

Selected Questions, Mr. Luster, August 13, 1971

Question: I understand that the University has engaged a consulting firm to study possible pension programs. What is the name of the firm? What is the specific task they have been assigned? And what will be the cost to the University for the study?

Answer: We are starting some initial investigations to determine how many employees are not covered by the TIAA or Mellon Institute Retirement plans to get a total profile on all those people, annual salary, years of service, birthdates, sex, etc.--all of which get into actuarial statistics, to determine what potential costs could be. We are working with George V. Buck, consulting actuaries pension policy developers who have been in the business for approximately 60 years working with many organizations in developing, improving, revising and amending retirement programs in particular, and many other benefit programs.

At the moment they are just collecting information. From there we'll have to sit down with them and say, what do we think our needs are, and as they look at what we think our needs are, we will get their opinion of our needs put into the context of other organizations. We anticipate the consultant costs to be around $5000. but this isn't definite.

Question: University employees have not in the past been entitled to unemployment compensation. What are the general implications to CMU employees of the recent change to include universities under federal unemployment compensation legislation? Which employees will be covered and what will the effective date be?

Answer: Federal legislation was passed which brought many non-profit organizations under unemployment compensation requirements. Each individual state in the union must on its own pass additional enabling legislation to have a state program. Pennsylvania has not as yet done this. Now Pennsylvania almost has to do this some way between now and January of 1972. If not, Federal cognizance takes effect until the State would come in with a program to take its place.

Question: What thought has been given to possible benefits for part time employees whose service continues over a period of time? For example, the accumulation of days worked to allow a proportionate number of days of paid vacation?

Answer: My personal feeling is this. If a person has been at the University for some long period of time, this is a different circumstance and there should be consideration given to benefits.

Question: Well, how do you feel about a practice where fringe benefits are rescinded unilaterally? To my knowledge, this is the only organization where this has happened.

Answer: I think what you are doing at the moment is taking something out of con-

text, however, and talking about a specific item in a modification of various benefits at a time when two organizations were trying to merge and we were trying to equate some benefits across the campus so as to improve some other benefits. At the same time there was a change in paid holidays, there was a substantial increase in the dollars of benefit which had been given to people in Blue Cross, Blue Shield and long term disability insurance. In some of the things that were decided at the time the overall effect was not negative.

Question: Could you tell us how many people employed at that time chose not to participate? Most married women are covered by their husbands' policies. In my department only four out of eight women chose to participate. The other four are required to take the major medical, which they do not want.

Answer: There were 1800 employees at the time and I think about 1600 participated.

Question: What difference does it make that new fringe benefits are provided if they can be unilaterally revoked? The salaries are low so the fringe benefits are what attracted many women employees. Now the tuition remission policy also has been revised affecting both faculty and staff. Some women who were hired ten years ago were counting on being able to send their children here tuition-free if they were admitted. If two fringe benefits have been changed without discussion, what guarantee have we that other fringe benefits will not be also? We are not informed until the final decision is made.

Answer: Nothing is ever guaranteed anywhere but death. I am not here to be baited but to give you information.

Question: What would be the increase in cost to the University and participants if the Major Medical and life insurance programs were made optional instead of compulsory?

Answer: I don't believe it should be mandatory. I am willing to recommend that it should be optional.

Current fringe benefits have evolved out of consideration for the needs of the male head of a family. Some of these benefits do not apply equitably to the single or married women employees.

Expectations Addressed to Mr. Luster

The Women of Carnegie-Mellon ask that you, as the officer responsible for developing fringe benefit proposals for consideration by the Management Committee, and as a member of that Committee, suggest and promote the following:

By September 1971

(1) Reestablish all fringe benefits that were part of the verbal hiring contract of staff employees, namely: (a) six holidays during the Christmas season (b) full remission of tuition.

(2) Revise the tuition remission policy to allow employees to take classes during the day and make up the time in a manner suitable to their

department.

(3) Provide for part-time employees to receive paid vacation days in proportion to the number of days worked in a twelve-month period--at least 2.5 days for every 125 days worked.

(4) Provide for maternity leave--one-month leave with pay plus the option of an additional month leave without pay.

By January 1, 1972

(1) The current major medical and life insurance programs and any other fringe benefit programs developed should be made optional.

(2) Inform Women of Carnegie-Mellon in writing of the proposed pension plans developed for staff employees and provide an item by item comparison of benefits and costs of the proposed plan with the University's TIAA plan. This should be done as soon as possible but no later than January 1, 1972.

(3) The life insurance policy is not favorable to older employees and the long term disability insurance benefits are least favorable to the lower paid employees. Alternate plans for both programs should be investigated to improve the protection of employees who need protection most. Such alternate plans should be presented to the WCM for review and comment as soon as possible and no later than January 1, 1972.

By July 1, 1972

(1) Compute seniority for fringe benefits for full time employees on the basis of total time employed by CMU. Total time would include time accumulated prior to an earlier termination in employment as well as prior part-time employment.

(2) Provide every woman employee with a description of her particular fringe benefits.

The Women of Carnegie-Mellon would like to take this opportunity to state their strong feelings with respect to unilateral decisions on fringe benefits. No fringe benefit programs should be instituted or revised at this University without the prior knowledge of all affected employees and acceptance by a majority of affected employees.

The Women of Carnegie-Mellon would like to have from you by September 1, 1971 a clear and concise summary of what life insurance and long term disability insurance payments to beneficiaries would be relative to age, salary and, if applicable, position of employee. We would also like a written report before September 7, 1971, on actions taken by you relative to the requests stated above.

APOWE Special Committee

The following is the report of the APOWE Special Committee to study the salaries and fringe benefits, grievance procedures and personnel policies relating to staff women. It was submitted to the Commission on the Status and Needs of Women with a request that it be included in the final report.

The Committee is convinced that in general, and on all levels, people want to do a good job. Motivation to that end is certainly generated in part by stated policies that reflect the University's concern for full communication, fair treatment, remedial recourse and the personal advancement of all its employees. The University especially needs to formulate statements of policy in areas affecting its staff employees, 69 percent of whom are non-union female. Such employees need a forum and a mechanism wherein grievances arising out of the absence or malfunctioning of policy can be examined, explained and relieved. Knowing policy and knowing procedure would prevent minor problems from becoming grievances. More importantly, the sense of security thus generated would lead to higher productivity to the mutual advantage of University and staff.

The Committee strongly urges the early publication of a personnel handbook to be distributed to all staff employees. The Handbook must contain the statements of policy hereafter spelled out; conditions of employment, benefits and promotion; and a description of the grievance procedure which the University endorses (items for Handbook outlined in Appendix of this Committee report).

It is Personnel Service's responsibility to make sure that new personnel understand the general terms of employment and policy stated in the Handbook. Particular office practices and their exposition, within the limits of general University policy are the responsibility of the immediate supervisor.

The Committee requests that the University adopt the following statements of policy, modifiable in language but not in intent:

Communication

It is the intent of the University administration that all matters affecting employee relations be fully explained, and that employees should feel free to seek information or advice from persons immediately charged with their supervision on any employment matter which is troubling them, and to call attention to any condition which may appear to be operating to their disadvantage. Time consumed in the presentation and discussion of job related problems will not be deducted from hours worked.

Fair Treatment and Personal Advancement

Employees are encouraged to express their views on matters affecting their jobs and interests. Consideration is to be given their views before reaching decisions materially affecting them. Those who direct the work of others should see to it that in the daily operation of their office no one is ignored on those things about which a person has a right to be consulted.

The University administration, through the proper department (Personnel) will provide channels of promotion to advance employees to more responsibility, both in recognition of the employee's past performance and to utilize the employee's abilities more fully in the greater demands of an advanced position. The sex of the applicants being considered is irrelevant, but seniority is a factor to be taken into account. In so far as possible, promotions will be made within the University. Further, any employee making an effort to advance need not fear prejudicial treatment from the department the employee is leaving, and is assured confidentiality on the part of the department advising and assisting.

Remedial Recourse

It is the policy of the University administration to provide relief against any possible arbitrariness, procrastination or oppression at any level of authority through the procedure agreed upon, without fear of retribution or prejudice. To that end a Grievance

Committee is established to represent the staff employees. (The make-up, function and procedure of the Grievance Committee is a special section of the Handbook.)

The Grievance Committee

Membership

Members shall consist of staff employees, one elected from each of the following units: College of Fine Arts, Carnegie Institute of Technology, Graduate School of Industrial Administration, Humanities and Social Sciences, Hunt Library, Margaret Morrison Carnegie College, Mellon Institute, Mellon Institute of Science, School of Urban and Public Affairs and one representative collectively for all offices not included in the foregoing. Election will be conducted by the Office of Equal Opportunity in September of each year. Candidates will be nominated by staff employees. All staff employees are entitled to vote. The term is for one year and no member may serve two consecutive terms.

The Director or Co-Director of OEO (whichever is a woman) will serve as a consultant to the Committee and as its representative with the Chairperson of the Committee in matters to be taken up with the University administration.

Members must make themselves conversant with the purpose and procedure of the Committee. The elected members shall select a Chairperson for the year and such other officers as they deem necessary (record clerk, etc.). In recognition of the need and usefulness of this Committee, space and the materials necessary to its functioning will be provided by the University at a site agreeable to the Committee.

Function

The function of the Committee is to determine if there is a legitimate grievance, to bring it to the attention of the person having the authority and responsibility to give relief, and to pursue the matter to a decision within three days unless need of a time extension is recognized by the Grievance Committee.

Grievance

A grievance is any condition of employment adversely affecting an employee. This includes questions of job environment, contract of employment and administration policies or their absence.

Most on-the-job problems can be settled by an employee and her supervisor discussing them and understanding the common goals and policies of their department.

Procedure

A grievance should first be discussed with the supervisor, whose responsibility it is to consider and settle problems as quickly as possible.

If an employee has experienced an attitude of non-involvement on the part of her supervisor, however, recourse may be had in the first instance to the Grievance Committee representative of her unit or any other, whose first duty it is to advise the employee whether there is a legitimate grievance, and then to suggest a further step.

If the supervisor has first been approached by the employee and fails to act promptly, or without satisfactory relief, the employee may apply to the representative of her unit or any other, who will advise her and help her to put her grievance in a written statement. The representative then requests a hearing, and for this purpose a three-member panel will be appointed including the employee's chosen representative. The Committee should have all hearings taped so that no misunderstanding of the oral presentation of any party to the procedure can arise in the course of examining, explaining or relieving the situation.

Options

If the Committee feels there is a legitimate grievance, certain options are available to the employee:

(1) The Committee could represent the employee or appear with her in another discussion with the supervisor (suggested where the grievance arises out of job environment and the solution lies wholly within the supervisor's authority).

(2) The Committee may refer the employee to Personnel Services or represent the employee's grievance to that Department on her behalf (suggested where the contract of employment, job advancement by transfer or promotion are involved).

(3) The Committee may refer or represent the employee to the Office of Equal Opportunity (suggested where stated administration policy is not functioning or clearly functioning to the disadvantage of this employee, and power to give relief is beyond the supervisor or Personnel Services).

(4) If the employee is dissatisfied at any of these levels, she may appeal to the next authority.

In any option, some disposition must be made by the person responsible within three days, unless the need for additional time is recognized by the Grievance Committee.

If the employee requests representation by the Committee and feels that representation was inadequate at any level, the employee may pursue the matter on her own.

In representing the employee the Committee expects to work co-operatively with Personnel Services, in getting the facts straight which that Department can provide; and with the Office of Equal Opportunity for interpretation of policy and law.

Where there is any delay in the application of the power to give relief on whatever level, the Committee, with the employee's consent, will pursue the matter until a firm commitment to this employee's need is admitted and a decision made.

All grievances presented at all levels must be in writing and their receipt immediately acknowledged in writing. Disposition of the matter must also be in writing, signed by the person having the authority to do so. An acknowledgement of satisfaction must be secured from the employee. These become part of the record of the Committee on Grievances which assures confidentiality.

The matter of confidentiality is of the greatest concern to the Committee, which will remain alert to the possibility that so-called grievances may arise from misunderstanding of both the supervisor's [illegible] and the employee's reaction to its application. The Committee feels most problems need not escalate into grievances, and if a better relationship results from its initial services, the facts are useful as a learning

experience only to those in the particular confrontation. However, an experience bank increases the usefulness of the Committee. Therefore it will keep records.

Any employee submitting a candidate for election to the Grievance Committee must be satisfied that the candidate can keep a confidence; and none so nominated should accept a candidacy who honestly feels in the event of election that reticence would be a burden to her nature.

Pledge of Grievance Committee Members

The Committee pledges that it will carefully check the facts; that it will exercise the courage to say no and explain why there is no legitimate grievance to the employee; that it will not use the grievance procedure as a tool of harassment against the University.

The Committee has adopted a set of nationally accepted guidelines for its internal action which will be a part of the orientation of its members

If the University delays publication of the very necessary Handbook, the Committee requests that the Statements of Policy and Grievance Procedure be circulated separately. And, as soon as possible, office space should be made available to the Committee.

APOWE Appendix A. Handbook Information Requirements

What the University expects from the employee

Statements of University policy: communication, fair treatment personal advancement, remedial recourse

Basic work-week hours and overtime pay

Job classifications: should include job title and grade number

Wage Scale: should include grade number and salary

Retirement and pension plans (The statement on pensions may be a special section of the Handbook. The Report of the sub-committee on pensions is attached to the full Committee report, and is made a part of the recommendations.)

Seniority

Recruitment of employees from within the University

Paid holidays

Vacations

Benefits to part-time employees

Voluntary, not compulsory, group insurance (life, major medical)

Leave of absence

Paid maternity leave

Health and Security Committees: described as they are and how they function

Bereavement: definite time-off for immediate family not subtracted from sick leave

Grievance relief: through Grievance Committee representation at any level upon written statement of grievance; without fear of reprisal or prejudice; ordinarily within three days. (Complete statement of Grievance Procedure)

Transfer of jobs--reappointments

Discharge cases (statement from administration on policy for termination of employee)

Tuition remission

Statement of reference to Fair Labor Standards Act, Public Law 89-601

Statement on discrimination (must have definite statement)

Blue Cross/Blue Shield

Short and long term disability

Workmen's compensation (on-the-job accidents)

Death benefits

Travel insurance (out-of-city travel on University business)

Blood bank and blood donations (time off without loss of pay granted for emergency blood donation)

Jury duty

Cafeteria facilities

Use of University facilities (library, tennis courts, etc.)

Parking

Salary reviews (states that all salaries are reviewed annually at which time increases may be granted on a merit basis)

Service recognition

Check deposit service and check cashing privileges

Credit Union

Savings bonds

Safety glasses

Work uniforms

Sports admissions

Pay advances

Health service and flu shots

Pension Sub-Committee of the APOWE Special Committee

We find that some employees with 15 or more years of service at retirement age are receiving no pension payments from Carnegie-Mellon University because of the tie-in to social security. We therefore recommend the following:

(1) The choice of participation in either a contributory pension program

at least as good as TIAA-CREF or a non-contributory program with no tie-in to social security.

(a) Under a contributory insurance plan: the contributions of staff should be on a lower scale than those of professionals in consideration of lower salary ranges and 12 month pay period

(b) Under a non-contributory: the pension benefit would be an acceptable percentage of final month's salary with no tie-in to social security. Staff would be eligible after 10 years service. Calculation of such to include all periods of full-time employment. An acceptable minimum would be established regardless of percentage.

(2) Any policies adopted regarding pension programs would contain a grandfather's clause to protect personnel with service who will not benefit under a new program.

(3) Any new provisions or revisions of the present program should be submitted for approval to the employees affected. Approval of a majority of employees would be required to institute a new program or revise the pension program.

Consideration should be given to employees' views before reaching decisions materially affecting them. The employees who served on the Pension Committee therefore volunteer their services to the administration to expedite any revisions or provisions necessary to reach a mutual agreement.

Alumnae Task Force of WCM

The Commission was not specifically charged to address itself to the opportunities or assistance offered women alumnae. However, at the request of Evelyn Murrin, the Director of the Commission obtained permission from the Vice President for Academic Affairs to include a summary of alumnae concerns in the Commission's final report.

Input for this section of the report came from private interviews with several alumnae and from the report and letters from the Alumnae Task Force of WCM. Concerned alumnae appear to be particularly interested in the following:

Continuing Placement

The Placement Office should expand its activities to systematically deter-

mine the career reactivation or development needs of alumnae and to use the periods when graduating students require their services less to actively inform prospective employers of the talent pool in the alumnae population.

There is a need for more counseling (concerning career opportunities or retraining needs) of alumnae, especially women who want to return to the work force after a temporary absence.

Continuing Education

Sarah Lawrence College, University of Michigan, Claremont and other colleges and Universities have continuing education programs that are nationally recognized. Two recent proposals--the Steinberg-Lloyd proposal for MMCC and the Angrist proposal for a College for the Development of Human Potential--included consideration of educational opportunities for women through educational research, career guidance, provision of role models, continuing education, lectures, conferences and provision of scholarships for women. The alumnae would like the University to develop a proposal for a program or college along these lines and actively seek financial support to implement the proposal.

The University should seek ways within existing programs and structures to make it easier for mature women to update their skills.

Involvement in University Activities

The Alumni Office should encourage regional clans to consider women in administrative positions. More active involvement of alumnae in ongoing concerns of the University might be possible if they could be involved in recruiting efforts. More women should be elected to membership on the CMU Board of Trustees. As an adjunct to encouraging women to join or stay a part of the work force, the University should encourage the development of a child care center on campus and educational and research programs to increase knowledge about child care and programs for child care.

In addition, the alumnae would like a more direct means of communicating their ideas to the University administration and have suggested that whatever office is established for insuring equal opportunity should maintain contact with the Alumni Office to develop programs of interest to alumnae.

The alumnae also would like for the Development Office to assign to a member of their staff responsibility for soliciting support from alumni for programs for women on campus.

CHAPTER IV. RECOMMENDATION FOR MONITORING VEHICLE

Part four of the President's charge asked that the Commission

> recommend a continuing vehicle for monitoring the implementation of an affirmative action program and suggest which offices within the University should be responsible for various aspects of implementation.

In its Preliminary Report, the Commission reviewed the ways in which several other universities have chosen to administer their affirmative action plans, and concluded that it was both common and desirable that a special office be created, charged with overseeing the implementation of affirmative action programs, and placed administratively at a level high enough to exercise the authority necessary to fulfill its charge. In the course of discussions with representatives of the administration, the Commission modified these original suggestions, to the extent of agreeing that any such office should have responsibility for minorities as well as women. On July 10, 1971, the Commission sent a formal recommendation to President Stever suggesting the creation, by September 1, 1971, of an "Office of Equal Opportunity"(OEO), to be charged with monitoring CMU's developing affirmative action programs for women and minorities. With some modifications, the Commission continues to endorse that July proposal, excerpts and summaries of which are presented below.

CO-DIRECTORS

The Commissioners are concerned that the OEO should not appear to favor either minorities or women, but that both groups should have energetic, responsible

representation. To meet these concerns, the Commission recommends that the OEO be directed by two half time Co-Directors, one a woman and the other a minority person, charged with responsibilities for affirmative action plans for women and minorities, respectively. The half time status of Co-Directors is recommended primarily in an effort to avoid isolating the Co-Directors from the rest of CMU operations; thus, the Commission expects that the Co-Directors would devote the remainder of their time to some division of the University other than the OEO. This "joint appointment" arrangement would also facilitate the phasing out of the OEO in two or three years, when its mission is accomplished and existing divisions of the University can assume its special functions.

REPORTING RELATIONSHIPS

The reporting structure originally recommended by the Commission on July 10 is now out of date, due to the departure of Vice President Kibbee. Originally, the Commission recommended that the OEO report to three Vice Presidents, a complexity which seemed necessary in view of the broad mandate of such an office. A modification of that recommendation suggested now is that the OEO Co-Directors should be responsible to the Management Committee or to whatever executive committee replaces it should there be a reorganization in the CMU administrative structure. Alternatively, the Co-Directors might report directly to the President as Special Assistants.

OEO COUNCIL

The Commission recommends that an OEO Council be established both to assist the OEO Staff in their monitoring efforts, and to help create an awareness among and to elicit support from the operating units of the University from which Counsel members

are drawn. Such a council should probably be limited to 10 or 12 individuals, representing various occupational units and levels at CMU; the Commission recommends that they be appointed by the Co-Directors in consultation with the Management Committee and with affected groups on campus.

COMMISSION ON STATUS AND NEEDS OF WOMEN AND MINORITIES

To further insure that the University makes satisfactory progress toward effecting equal opportunities for women and minorities, a Commission on the Status and Needs of Women and Minorities at CMU should meet at six month intervals to evaluate progress made towards this goal, and report its findings directly to the President. Membership on the Commission is suggested as follows: elected representatives of each campus group concerned with opportunities for women and minorities; appointees of the President representing each college and major employment category; representatives from the Faculty Senate, Student Senate, Staff Council and Student Government selected by their respective organizations. It is further suggested that the Commission issue periodic public reports of its findings to all members of the campus community.

PROPOSED FUNCTIONS FOR THE OEO

At the most general level, the functions of the OEO are first to develop and then to monitor the implementation of affirmative action programs for minorities and women at Carnegie-Mellon University. Practically, it seems likely that the direction of major effort within the OEO will change somewhat over time, beginning with early efforts to develop affirmative action programs, through a period of active discussion and planning with various implementing divisions, to a later stage of monitoring the results of implementation efforts.

Although it is not possible to specify all of the precise functions of the OEO at this point, it is clear to us that such an office should include at least the following activities:

(1) Recruitment efforts--The OEO should provide assistance to operational units in their efforts to find qualified or qualifiable women and minorities for employment. Specifically the Co-Directors should maintain contact with professional and labor groups which have access to potential job candidates and wherever possible should provide resumes to deans, department heads and directors for their consideration. Procedures should be established to insure that the OEO is informed about vacancies for staff and faculty positions, and is given the opportunity to review appointments for compliance with the affirmative action plan.

(2) Data collection--As an essential part of its monitoring function, the OEO must collect pertinent data on employees; in addition, the Office should recommend whatever changes in existing practices it considers necessary to insure smooth operation of monitoring efforts in the future.

(3) Campus education--The OEO should make sure that the campus as a whole is aware of its activities and understands the need for them. Training sessions for supervisory personnel should be developed, as well as specific grievance procedures and a program for education with respect to sex and race discrimination. The Co-Directors and Council should promulgate policies established to equalize opportunities for women and minorities and communicate to all concerned the implications of those policies and the actions needed to implement them.

(4) Assistance in implementation efforts other than recruitment--The OEO should provide assistance to campus groups and divisions which require help in developing and operating programs designed to enhance the opportunities for women and minorities. For example secretarial and research assistance might be provided to women's groups interested in developing pilot courses in the area of women's studies or in bringing speakers to campus. In some cases, the OEO might also assume the role of advocate for an individual who alleges that he or she has been discriminated against because of sex, race or other minority status.

TIME SCHEDULE

The OEO should probably expect to complete its mission within two or three years.

The proposed time schedule below is illustrative of the sort of phasing that seems reasonable to the Commission.

Phase 1: September - December 1971

The Co-Directors should familiarize the Council members with the work of the Commission on the Status and Needs of Women and with relevant literature from off-campus sources. The Co-Directors and the Council should confer with operational units with respect to implementation of measures to enhance the opportunities for women and minorities and they should develop procedures for educating the campus community about the measures needed for such. During this period, the Co-Directors and the Council will follow the affirmative action and other plans devised previously, and continue to develop additional plans as needed.

Phase 2: January - March 1972

The Co-Directors and the Council should focus on establishing procedures for monitoring the implementation of measures to enhance the opportunities for women and minorities. Initial testing of these procedures through early monitoring efforts should be well under way by the end of this phase.

Phase 3: April 1972 - September 1973

During the second year of its operation, the OEO and the Council should function primarily to audit the monitoring procedures developed during the preceding year. It should also conduct the necessary studies to evaluate the plans developed, the implementing procedures and the monitoring devices. Leadership for these evaluation

studies will be provided by the Co-Directors. A report of these evaluative studies should be submitted by September 1973.

During the final months of this phase, the OEO should identify and transfer responsibilities to the operational units that will continue the monitoring function as part of their regular activities.

CHAPTER V: RECOMMENDATIONS AND BROAD OUTLINES FOR AFFIRMATIVE ACTION

In its preliminary report the Commission made some 39 recommendations. Approximately half of these were labeled as immediately acceptable by the administration, and further work was requested on the remainder. (A copy of the original 39 recommendations, with administration reaction to each one, is available from Commission files.)

In preparing this final report the Commission carefully reviewed its original recommendations, eliminated some, modified others, added many and in general tried to be more specific and operational in language. The result was an increase from 39 to 55 recommendations in five problem areas which represent the major kinds of difficulties encountered by women at CMU. These are:

A. Incomplete and inconsistent records, and poor communication of information.

B. Underrepresentation of women in faculty and administrative positions.

C. Inadequate representation of women on decision-making bodies.

D. Lower pay for women than men for the same work.

E. Decline of educational opportunities for women at CMU.

A. THE PROBLEM: INCOMPLETE AND INCONSISTENT RECORDS, AND POOR COMMUNICATION OF INFORMATION

A persistent problem for the Commission was the difficulty of obtaining clear accurate data about the status and needs of women staff, faculty and students. Such data, obviously necessary for program planning as well as for determining whether or not sex bias exists, often had to be generated especially for the Commission because they are not routinely obtained or stored.

A related difficulty was that many women do not know what CMU's personnel policies are, even those which directly affect them. In part, both problems probably reflect a general history of decentralized personnel procedures at CMU. However, the problem of missing or poorly communicated job information seems most acute in job categories which are, perhaps coincidentally, predominantly filled by women employees, namely, part time workers and secretarial staff. The recommendations which follow are designed to establish record keeping that will facilitate the monitoring efforts of the Office of Equal Opportunity, and insure that all employees at CMU have full information regarding their occupational status. Although deficiencies in employee data were outstanding, the Commission also found insufficient data on the status and needs of women students.

Recommendations on Personnel Records

1. All personnel records, whether in files or on the computer, should indicate the sex of the person.

2. Each employee's file, both faculty and staff, should contain updated information on marital status and number and ages of children and other dependents in order to provide information needed for planning fringe benefits such as maternity leave.

3. The Personnel Services Department should develop job descriptions for all exempt non-faculty not presently described at CMU. When completed, these descriptions should serve as the basis for a comparison of salaries for men and women within specific job categories. The OEO should recommend corrective action as necessary.

4. The Personnel Services Department should work with the staff of the OEO to obtain and analyze data on salaries of part time employees, using a standardized prorated hourly wage which permits comparing the average earnings of women and men.

Recommendations on Information for Employees

Many women expressed dissatisfaction at their lack of information about their own jobs. To correct this situation, the Commission recommends that:

5. The Personnel Services Department should work with representatives from APOWE and WCM to draw up an employee Handbook which would be distributed to all new CMU employees at the time of hiring, and to all employees at the start of each academic year. The Handbook should include a description of the procedures used to classify jobs into pay grades and should present the pay ranges within each grade. The Handbook should be updated annually. Other detailed suggestions for the Handbook have been prepared by the APOWE Special Committee and are included in this report.

6. The Personnel Services Department should develop a form which contains each individual employee's current job description, full time or part time status, fringe benefits, classification, pay grade and salary range for grade and individual salary (prorated for part time employees). These forms should be updated at least once a year and filed in each employee's personnel folder. In addition, a copy of the annually updated form should be sent to the employee. The form should clearly indicate what avenues of redress are available to any employee with questions or complaints about his or her job status.

Recommendations on Information about Women Students

The Commission lacks much data on women students, partly because students were not available during the summer when the bulk of its research had to be done. But the Commission found that much of the required data on students is not collected, stored or analyzed by sex. To obtain the needed data, the Commission recommends that:

7. The Office of Institutional Research should prepare academic prediction equations separately for men and women, starting with MIS and CIT, to determine whether correlations between grades and predictor variables differ by sex. The results of these studies should be available to the Admissions Office.

8. The OEO Co-Director for Women's Affairs should work with the Office of Institutional Research to generate more information about:

(a) Housing--What options in housing accommodations are of interest to students? Do women students wish to have security personnel available in their residence areas, and if so, what should the duties of such personnel include? Do women wish to have a residence staff? What type of residence counseling services do women want? Do women know how much these services add to their housing costs? How much are women willing to pay for these services?

(b) Classroom Bias--What attitudes do men and women students hold regarding the academic ability of women students and faculty? What attitudes do they perceive their teachers to have regarding women? Are there specific instances of clearly bigoted statements against women in the classroom?

9. Student admissions data should be expanded to permit easy retrieval of the following information for individuals and groups:

Name of applicant; sex; SAT and other test scores; audition or portfolio follow-through; departmental evaluation using some quantifiable procedure acceptable both to admissions and to the CFA departments; whether or not the applicant was offered admission and, if so, whether or not applicant was offered financial aid; classification of applicant by year in school; department applied for; whether or not the applicant accepted admission; and whether or not the applicant actually enrolled.

10. Records on financial aid decisions should be retained for five years, or until the student graduates, in order to permit easy determination of possible sex bias in awards. The information which should be recorded includes:

Name of applicant; sex; classification by academic year; department option (where applicable); financial need as established by the College Scholarship Service (CSS); amount of financial need recognized by CMU; total value of award package offered; portion offered in scholarship, loan and work study; acceptance or non acceptance by applicant.

11. Some special changes in record keeping apparently need to be made with respect to student receipt of financial aid in programs where these decisions are not entirely centralized in the Financial Aid Office, as in CMAP and CFA. Since there appears to be some disparity between men and women students in some departments in the amount and kind of aid they receive, the Commission recommends that:

(a) CFA departments should prepare a ranking of applicants by assessed talent.

(b) The Financial Aid Office should prepare a ranking of applicant by financial need.

(c) The actual financial aid awards should be compared to each of these two sets of rankings to determine whether women applicants receive less aid because they come from wealthier families, or because they are rated as less talented (in departments in which aid is partly dependent on estimates of ability).

If the latter proves to be the case, further questions need to be considered about the extent to which bias against women could unwittingly lower the estimates of talent of women applicants. The OEO Co-Director for Women's Affairs should meet with representatives from CFA departments to explore the feasibility of procedures for estimating talent which conceal the sex of the applicant.

12. The Student Senate should appoint a special committee to monitor participation by women in coed organizations on campus. The committee should study the pattern of women's participation on campus and note both what proportions of members and of leaders are women. The committee should report its findings to the Student Senate and to the general campus community.

B. THE PROBLEM: UNDERREPRESENTATION OF WOMEN IN FACULTY AND ADMINISTRATIVE POSITIONS

Although women make up approximately one-third of CMU's work force, they are only 12 percent of the faculty and 16 percent of officials and managers. It is clear to the Commission that efforts must be made both to facilitate promotion of women at CMU and to recruit qualified women from off campus. The recommendations below are directed to these objectives.

Recommendations on Career Development for Women

Because of the present financial constraints at CMU, it may prove easier to promote existing employees rather than to hire new people at top levels. For this reason, and because the Commission believes that little effort has been expended until now to promote women from within, the Commission recommends that:

13. The President should ask each Dean, Department Head, Director and University Officer to prepare a written promotability review for each of his women employees. This review should state clearly the qualifications necessary for the women to be promoted

within that department, and should indicate what opportunities exist for her to acquire and develop these qualifications. These reviews should be discussed with the women involved, and with the OEO Co-Director for Women's Affairs, who should act as a resource person both to the departments and to the women employees.

14. CMU should build on its present educational strengths in developing new programs to qualify women for positions in University administrations. Specifically, the Commission recommends that the Dean of GSIA, working with his faculty and the OEO Co-Director for Women's Affairs, develop special career programs for women administrators.

Recommendations on New Employees

If the representation of women on CMU's faculty and administrative staff is to increase substantially, new women employees must obviously be added. The Commission recommends that:

15. Target levels for percentage of women faculty should be developed by each academic department through discussions held between the department chairmen, OEO Co-Director for Women's Affairs, Vice President for Academic Affairs and the dean of the college involved. The levels should reflect the percentage of qualified women in a field nationally as well as the percentage of women graduating in that field from CMU. For social sciences and humanities fields, but most particularly for the physical sciences, the targets should reflect the percentage of women doctorates nationally in a field and the percentage of women receiving doctorates from CMU in those fields. These two levels define the potential pool from which faculty members can be drawn. Time schedules to meet these target levels should be decided and specified in writing.

16. Similar target levels should be established for women administrators, through discussions held between the head of the administrative unit, the OEO Co-Director for Women's Affairs, the Director of Personnel Services and the Vice President for Business

Affairs. The levels reached should reflect the percentage of women in the national labor force (approximately 40 percent) which is the potential pool of available women who can be qualified for administrative positions. Time schedules for reaching these target levels should be decided and specified in writing.

17. As positions become available the departmental chairman or administrator should prepare written job descriptions and statements of candidate requirements for faculty and administrative positions. Copies of these documents should be sent to the OEO Co-Director for Women's Affairs who should use her good offices and her contacts with and knowledge of professional women's organizations to assist in locating qualified women candidates.

18. As one check on the implementation of these recommendations, the Payroll Department should be asked to forward to the OEO staff a notice of every addition to the payroll; when these additions are for men employees, the OEO Co-Director for Women's Affairs may ask the employing unit to demonstrate what efforts were made to locate a qualified woman before the position was offered to a man. Where the OEO Co-Director has reason to believe that the employing unit is bypassing the letter or the intent of CMU's affirmative action program, she may recommend to the President that subsequent personnel decisions in that unit must be approved by the OEO.

C. THE PROBLEM: INADEQUATE REPRESENTATION OF WOMEN ON DECISION-MAKING BODIES

One clear consequence of the general finding that women are underrepresented at the upper levels of educational and administrative career lines is that they have very limited opportunity to participate in the development of policy which affects them. For example, the Commission noted with concern that there are no women on the University Management Committee, that part time faculty (25 percent of whom are women) have no representation in the faculty senate; that staff women have no official voice and that there are few women on tenure and promotions committees. The following recommendations are

designed to get more women onto committees which make significant policy decisions at CMU.

Recommendations on Faculty Senate Committees

The Commission considers the Faculty Senate to have a good record of representation of women in the Senate itself, with a somewhat less outstanding record for women on Senate committees. Accordingly, the Commission recommends:

19. The Chairman of the Faculty Senate should immediately appoint at least one woman to the Senate committee which does not now have women members, that is, the Budget Committee.

20. Both in the nominations for elected members of the Faculty Senate Executive Committee, and in decisions concerning appointed members, care should be exercised to insure that women candidates are considered and that they are not limited to stereotyped roles, such as secretary.

21. The Chairman of the Faculty Senate should initiate discussion between his Office and the Senate representatives of the librarians, most of whom are women, with the objective of finding new ways to improve their status in the University faculty. As a first step, the Commission suggests that the Senator from the library staff be appointed to the Executive Committee of the Faculty Senate.

22. The Chairman of the Faculty Senate and the Vice President for Academic Affairs should ask that the Educational Policy Council (EPC) study the status of part time faculty members, many of whom are women. Representatives from the part time faculty should be invited to appear before EPC, and the OEO Co-Director for Women's Affairs should be invited to present a working paper on recommended changes. Although eventual policy should be decided through these deliberations, the Commission recommends to EPC that part time faculty should receive proportional fringe benefits, they should be permitted to count their service towards promotion and tenure and they should be represented in the Faculty Senate.

Recommendations on Other Committees

In addition to Senate committees, there are a number of important University councils and committees on which women are underrepresented. The Commission recommends that:

23. The number of women on the Board of Trustees should be increased. The Commission understands that three alumni trustee positions will be open in 1971: if this information is correct, the Commission recommends that at least two of these positions be given to women. The Commission suggests that the Alumnae Task Force of WCM be consulted in the search for women trustees.

24. Women should be appointed at once to those college councils in which women are underrepresented, to University tenure and promotions committees and to University and college committees which currently have no women members. The number of women appointed should lie between a minimum set by their proportion among faculty in the appropriate college to a maximum set by the proportion of women in the total undergraduate student body, but should in no case be less than one woman.

25. The OEO Co-Director for Women's Affairs should be a member of the President's staff, that is, a member of the CMU Management Committee.

Recommendations on Staff and Administrative Women

The recommendations above do not cover staff women, for whom there is no present structure, group or committee through which they can participate in the decisions which affect their conditions of employment. To correct this situation, the Commission recommends that:

26. Staff employees at CMU should develop a council whose responsibilities will include the study of employment conditions affecting staff at CMU, communicating staff attitudes to the administratio and promoting changes desired by staff employees. The OEO Co-Director for Women's Affairs should coordinate efforts to identify what the

staff prefers as a selection process for representatives to the Staff Council. The OEO should also conduct any elections requested by the staff. The OEO Co-Director for Women's Affairs should be an ex-officio member of the Council.

27. The University administration, especially the Vice Presidents for Business and Academic Affairs, working with the Director of Personnel Services, should adopt and implement the staff grievance procedure proposed by the APOWE subcommittee and included elsewhere in this report.

Recommendations on Students

Since the Commission did not have sufficient data to develop recommendations regarding the improvement of women students' status, we have made several recommendations designed to gather more data, and we assume that the OEO Co-Director for Women's Affairs will make further recommendations as needed. Recommendations below stem from the Commission's belief that 1) women students should not have to pay for special services they do not themselves elect to receive, 2) that equal pay for equal work should apply to students as well as other employees, 3) the University should allow women students the same freedom as men students in selecting their life styles and living accommodations, and 4) women residents have the right to know which office or individual is responsible for any question or problem which might arise regarding their housing arrangements. These concepts are but specific aspects of the larger concept of equality through self determination for women as well as men. At this point, the Commission recommends that:

28. Students should have a procedure for appealing financial aid decisions, especially if sex discrimination is alleged. The Student Senate or other body designated by the students in conjunction with the Director of Financial Aid should develop appeal procedures and guidelines as to the kinds of cases which are legitimate for appeal. The OEO Co-Director for Women's Affairs could serve as a non-voting member of this committee, if students so request.

29. Students, especially women, should be informed critics of any policies which tend to perpetuate double standards for men and women. If there are legal limits to student autonomy with respect to housing regulations, curfews, parietal rules and the like, the head of the Division of Student Affairs should make these explicit to the students. In areas where no off-campus legal constraints operate to set University policy, students should set their own standards through campus-wide referenda.

30. Whatever housing accommodations are provided for women, they should pay for only those items of expense which are exclusively for their benefit and a prorated amount for items which are partially for their benefit. Further, both men and women should share equally in housing overhead costs which are due to excessive maintenance requirements or outmoded facilities, as, for example, the heating system in Morewood Gardens.

D. THE PROBLEM: LOWER PAY FOR WOMEN THAN MEN FOR THE SAME WORK

Probably the most consistent Commission finding is that men receive higher average salaries and fringe benefits than women at all job levels at CMU. This salary inequity holds up through numerous data refinements. For example, men and women faculty with the same rank and in the same department do not receive the same salaries, on the average; men usually earn more. Similar findings appear for non-faculty employees and for job rewards other than salary. Men enjoy more favorable conditions than women in fringe benefits, contract status and termination rates. The recommendations which follow are designed to eliminate these inequities.

Recommendations on Faculty Job Status

31. The Vice President for Academic Affairs should ask the chairman of each department in which there are women faculty members to prepare a brief report of the status of each woman, to be sent to the OEO Co-Director for Women's Affairs and to the Vice President for Academic Affairs. These statements should include information on her salary, contract status and promotability.

32. In any case where a woman has been given a contract of less than the normal duration (three years for assistant professor or five years for associate professor) the department head or dean should provide a written explanation to the Vice President for Academic Affairs, with the understanding that unless some persuasive counterindication exists, the contract will be rewritten on the normal basis.

33. The appropriate department head and dean should review the salary of each woman faculty member with the aim of raising the average salary of all women in the department or college to the average for men in the same rank by fiscal year 1974. The Commission recommends that each dean allocate for women's salaries a total dollar amount which equals the total number of women faculty in his college at each rank multiplied by the male average salary in each rank. The dean, in collaboration with department heads, can then determine the specific amount to apportion each faculty woman. In this way, the average salary for women will be made equal to the average for men while still leaving flexible the amount apportioned to each woman based on qualifications or merit. The Commission estimates that the total cost to bring faculty women's salaries up to men's is $40, 801.

34. The department head or dean should indicate in writing to the Vice President for Academic Affairs any impending termination date of a woman's present contract, and his estimate regarding the probability that she will be offered a new contract. If a new contract seems unlikely, the department head should clearly indicate the woman's areas of deficiency. Acting on this information, the OEO Co-Director for Women's Affairs should schedule an interview with the woman involved and discuss possible ways to correct the deficiency. Possibilities might range from improving her teaching skills through special coaching, request for a delayed tenure decision or applying for a semester leave of absence in order to do research. The OEO Co-Director should make sure that the woman faculty member is aware of existing procedures which may prove useful, such as the procedures for applying for University supported leaves and the Faculty Senate grievance procedure. Following this planning session, the OEO Co-Director should intercede, if

necessary, with the department head, dean, or Vice President for Academic Affairs, to obtain their support in helping the woman faculty member implement her plans to correct whatever deficiencies have threatened her with termination.

35. The Commission feels that the matter of promotion and tenure for women faculty needs more study and recommends that the Vice President for Academic Affairs or the President should appoint a special University Tenure and Promotions Committee to prepare a report with recommendations regarding special policies for women. The objective of any policy modifications for women should be to insure that their opportunity to compete for favorable promotion and tenure decisions is not hindered by their sex or its biological, psychological or sociological concomitants such as childbearing and child-rearing. The OEO Co-Director for Women's Affairs should serve as a consultant to the Tenure and Promotions Committee in this matter.

Recommendations on Fringe Benefits

The Commission findings show how closely fringe benefits are tied to total compensation. Since women receive lower salaries than men in all job categories and ranks, their fringe benefits (especially retirement, group life insurance and social security) are lower in dollar value. This means that equalizing women's salaries with men's is the top priority business of the University. This is the one crucial way to effect equitable fringe benefits for women. The Commission recommends that:

36. The Faculty Affairs Council of the Faculty Senate and the Staff Council should make a detailed study of fringe benefits, with data grouped by age, sex, marital status, number and ages of children and other dependents. Analysis should take into account that among existing fringe benefits, some are proportional to salary (e.g., TIAA-CREF), while others are not (e.g., tuition remission). As part of these investigations, all employees should be asked to specify which benefits they prefer to use. Child care and maternity leave should be among the benefits offered. The APOWE Subcommittee's

recommendations on pension plans (elsewhere in this report) should receive special attention. The Commission recommends that, once women's salaries are equalized, an equitable fringe benefits package for all University employees may be one which allows each employee, either full time or part time, to choose those benefits he or she prefers from the whole spectrum of available benefits, but only up to a dollar amount equal to about ten percent of salary.

37. Although the complete fringe benefit "package" for men and women requires more study and discussion, a maternity leave benefit has been repeatedly mentioned to the Commission by women faculty, staff, and administrators and should be implemented at once. Specifically, the Commission recommends that the Director of Personnel Services draw up a written maternity leave policy for all women employees to become effective January 1, 1972. The policy should be reviewed by the women representatives on the Faculty Affairs Council and the Staff Council.

38. The University should make an immediate public commitment to the concept of part time fringe benefits for regular part time work for both faculty and staff women. The President should send a written statement to advise each department head, director, dean and supervisor of this commitment and to indicate how this commitment will be implemented in practice.

Recommendations on Staff Employees

39. Using the data on average salaries for men and women in each of 17 job categories, the Director of Personnel Services should prepare a time schedule for bringing the average of staff women employees up to at least the male average for their job category. Within each detailed job category filled by both women and men, a dollar amount should be allocated by the University which would bring up the women's average salary to the men's average for that category. The Commission estimates that $684,797 will be required

to bring staff women's salaries up to men's in all job categories containing both women and men.[1] Then the appropriate department head or supervisor would draw from that amount the specific salary raises suitable to each woman employee according to her experience and performance. These schedules should be discussed with the women involved, the employing department, the Vice President for Business Affairs and the OEO Co-Director for Women's Affairs.

For those job categories where the proportion of women is 60 percent or greater, salary ranges and averages should be brought up to an amount equal to the amount in comparable job categories for other educational institutions in the City of Pittsburgh. These rates (with projected increases to cover cost of living and raise increases) should be determined by December 1, 1971.

Salary increases to reach equality should begin no later than January 1, 1972 and should reach the target level by January 1, 1974. Increases should be given to the lowest paid employees first, graduating to the highest paid employees, with salary revisions for some employees effected each month commencing January 1, 1972.

E. THE PROBLEM: DECLINE IN EDUCATIONAL OPPORTUNITIES FOR WOMEN AT CMU

Certainly one of the most disturbing Commission findings is that the educational opportunities for women at CMU have been declining for some time. As indicated in Chapter II, the percentage of degrees awarded to women has declined since 1940; academic programs of special interest to women have been abandoned over the years, including the library school, the social work school and Margaret Morrison Carnegie College (to be phased out by 1973). These trends have not been offset by the creation of new programs attractive to women.

In a related vein, the Commission did not find any systematic effort to develop programs of educational, personal or career counseling designed specifically to aid women students and alumnae. The recommendations that follow are intended to help recruit more

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[1] Based on data provided by Personnel Services on 1970-1971 salaries and numbers of employees in given job categories.

women students to CMU, develop strong academic programs of interest to women on campus and provide counseling services to women students and alumnae.

Recommendations on Admissions

40. For all CMU undergraduate colleges, the percentage of women admitted should not be less than the percentage that apply, unless men applicants have demonstrably superior credentials. For each college, the Admissions Office should provide the OEO staff with data on the number of men and women who apply, are admitted and actually enroll. When the percentage of women admitted differs from the percentage who apply, the OEO Co-Director for Women's Affairs should request that:

(a) In all colleges except CFA, the SAT score averages should be computed separately for men and women students who are admitted. If the women have higher SAT's than the men, this is indicative of selection procedures which favor men. The OEO Co-Director should determine at what level the discriminatory practice originates (the department, college or Admissions Office), and should try to persuade the unit to change its practices. Where persuasion fails, the OEO Co-Director for Women's Affairs should recommend to the President that he explicitly request a change in the discriminatory practice.

(b) In CFA, where students are admitted on the basis of portfolio review and auditions rather than on SAT scores, if the percentage of women admitted is lower than the percentage who apply, the OEO Co-Director for Women's Affairs should request written evaluations of all admitted students from the CFA department(s) involved. These evaluations should be quantified so that they can be grouped to provide average scores for men and women applicants. If the scores for women students exceed the scores for men, the OEO Co-Director should interpret this as indicative of higher admissions standards for women than for men. As in the other colleges, the OEO Co-Director should first try to persuade the CFA department to equalize its admissions criteria; if this effort is unsuccessful, she should recommend to the President that he insist that a change be made.

41. Publications directed towards the college applicant population (graduate and undergraduate) should avoid the male image created by repetitious use of the masculine gender, references to "wife" instead of to "spouse" or photographs almost exclusively of men. All such publications should be reviewed by the OEO Co-Director for Women's

Affairs in consultation with the Public Relations Department before printing.

42. For programs which now attract few women applicants, those in CIT, MIS and GSIA, special efforts to recruit and counsel women students are recommended. CIT and MIS should hire special recruiters (perhaps recent women graduates) to recruit high school women to enter engineering, sciences and management sciences. CIT and MIS should jointly hire a woman associate or assistant dean whose aim should be to help able women to complete college, encourage them to enter and complete graduate study and to pursue active careers in their chosen fields. Aside from counseling students, this strategy can also eventually increase the pool of available women Ph.D. engineers and scientists for University faculties. Guidance in these efforts is available from Commission files in a report on "Women in Engineering" summarizing a July 1971 conference sponsored by the Engineering Foundation.

Recommendations on New Academic Programs of Interest to Women

Acknowledging that the long range trends at CMU have resulted in a reduction in educational opportunities for women, a decline in the percentage of degrees awarded to women and a decrease in the number of women faculty, the University should commit itself to reversing these trends in two ways: (1) the Commission believes that CMU must seek ways to bring women into its now predominantly male science and engineering and business administration programs; (2) the University should consider establishing new strong programs designed to attract and educate women. We are, in effect, arguing for equal educational opportunity for women. To achieve equal opportunity for women will require deliberate, even compensatory, efforts. As it presently stands, CMU lacks the attributes for attracting women except in H&SS and CFA. The longstanding scientific, technological and research emphasis led to willingness to invest effort and money in such traditionally "male" fields while the traditionally "female" programs were slighted. Developing second class programs for women only serves to foster a

self-fulfilling prophecy that programs for women are of low quality. Thus CMU must be prepared to create high quality programs to attract both women and men. Otherwise, educational opportunities for women will either remain unavailable at this University or they will be only second class. Either alternative is inequitable to women. In order for CMU to attract women students and help them complete its programs, the Commission recommends:

43. The existing Faculty Senate Educational Policy Council subcommittee on the future of Margaret Morrison Carnegie College (the MMCC Committee) should be strengthened through the addition of more Faculty Senate representatives, representatives from WCM and from women students. This strengthened committee should be charged to study and report its recommendations on the Lloyd-Steinberg and Angrist proposals. The Committee report should be made both to EPC and to the President by April 1, 1972; EPC should act in time for preliminary pilot projects to begin by September 1972. (The Commission notes that the alumnae report also recommends the creation of special programs such as one in continuing education and another in the study of human potential).

44. The OEO Co-Director for Women's Affairs should work with the Development Office and with the Proposal Information Office to locate off-campus funding sources for the new programs recommended by the MMCC Committee and other concerned faculty. Pilot projects should be started, if necessary, with internal funds, but the ultimate objective should be to create programs which are largely self supporting through tuition and research funds.

45. Courses dealing with the role of women in history, literature, the arts, science and with socialization of women should be developed at CMU. Extensive bibliographies for such "female studies" courses are now available from other universities which have pioneered in preparing these materials. The OEO Co-Director for Women's Affairs should make these bibliographies available to faculty members interested in teaching such courses,

and should invite particularly well qualified faculty members to do so.

Recommendations on Counseling for Women

The Commission is concerned at the lack of special counseling programs designed to meet the needs of women students. This lack is parallelled by an absence of recognition that sex discrimination does exist, can take subtle forms and may do damage to the career aspirations or personal adjustment of undergraduate women. The following recommendations represent a first step towards providing better counseling and raising consciousness concerning women:

46. The Commission urges the CMU administration to financially support efforts to keep women as administrators and counselors in the Counseling and Study Skills Centers and in CMAP both in order to meet the needs of women students seeking counseling and in order to provide visible models of professional achievement to women students. We recommend therefore that the Director of the Counseling Center and the Dean of the Division of Student Affairs be provided with sufficient funds to attract and keep qualified women. In light of the Broverman study, which found that some women counselors shared the negative cultural stereotypes regarding women, the Commission feels that any woman counselors hired at CMU should be carefully screened for anti-female bias; we recommend that the OEO Co-Director should be consulted in such screening and in final decisions about particular candidates for counseling positions.

47. Women students in a predominantly male university have special problems which may not be adequately understood by male counselors; for example, the "fear of success" syndrome mentioned in the preface to this report. In order to insure that the counseling offered to women students is responsive to these special needs, the women counselors should initiate meetings with women students to identify their special counseling needs. The programs should be reviewed by the OEO Co-Director for Women's Affairs.

48. The University should offer gynecological services to women students through

the Health Center. In addition, broader programs in sex counseling and education should be developed by joint efforts of Health Center physicians and Counseling Center psychologists.

49. Personnel in the Bureau of Placements should be conscious of the attitudes they have concerning the career possibilities for women. Both job counselors and the supporting staff should seek to guide women into the whole range of available job openings. They should eschew the practice of advising women applicants to pursue traditional women's fields, for example to become secretaries as the only practical possibility open to women.

50. The Bureau of Placements should work closely with the Counseling Center to aid senior women who are unsure of their career objectives and to develop seminars or other information mechanisms which would aid students early in their college years to start working toward a career goal.

51. The Director of the Counseling Center should meet with the Director of the Bureau of Placements and with representatives of the Alumni Office to plan joint programs for women students and alumnae. Such programs might include workshops to which alumnae are invited who have either re-entered the work force or plan to do so; these women should interact with undergraduate women students in discussions of the problems they have encountered, the encouragement they have received and the skills they need.

52. The Bureau of Placements publishes a monthly newsletter reminding about 300 employers of alumni and alumnae who have indicated availability for employment. This newsletter is also given to employers recruiting undergraduates on campus. It is suggested that the Alumnae Task Force formulate ways to advise alumnae of this service and work with the Bureau of Placements to explore other ways for promoting alumnae placements.

53. The Bureau of Placements should work with the Hunt Library in developing a library of job counseling and job opportunity publications. Efforts should be exerted to

seek out those publications that highlight expanding career opportunities for women.

54. Noting the request from the Alumnae Task Force that alumnae be encouraged to participate more actively in local clan events and in recruitment of women students, the Commission recommends that these requests become the topic of planning sessions by the Alumnae Task Force, the Alumni Office and the Admissions Office. The OEO Co-Director for Women's Affairs should use her good offices to initiate these meetings.

55. Much of what students reported to the Commission dealt with subtle classroom comments which they felt were indicative of prejudiced attitudes towards women. In all probability, these statements were made by male faculty and students who were unaware of their implications, and who would inhibit such comments in the future once the prejudicial content was brought to their attention. The Commission has therefore been concerned with discussion of ways to "raise consciousness" on campus, as a means of sensitizing male and female members of the CMU community to the destructive impact of derogation of women. To this end, the Commission recommends that the OEO Co-Director should seek advice from the Chairman of the Faculty Senate, from the Student Senate and from the Dean of the Division of Student Affairs; these individuals should be asked to help in the development of procedures to "raise consciousness" on campus regarding sex discrimination.

CHAPTER VI. SUMMARY

The Commission on the Status and Needs of Women at Carnegie-Mellon University was created by President Stever in March 1971 as a result of discussions held between members of the administration and representatives of women employees. The twelve members of the Commission were chosen to provide representation from the administration, faculty, staff, students and alumnae. The President's charge to the Commission instructed the Commission to examine University operations that pertain to women students and employees, make recommendations to enhance the opportunities for women at CMU, suggest "broad outlines" of an affirmative action plan to correct discriminatory practices and make recommendations concerning a continuing vehicle to monitor implementation of such a plan.

The Commission has worked to meet its charge in a variety of ways. It held three public hearings on the status and needs of women employees and students, conducted individual and group interviews with students, faculty, staff and alumnae, listened to confidential testimony volunteered by individuals at all levels of University operations and amassed substantial data on the salaries, job classifications, termination rates, fringe benefits and other work conditions of women employed at CMU.

The Commission reported its preliminary findings in April 1971 and requested reactions from deans, department heads and directors. Their reactions were helpful in pointing out the need for further data. The Final Report incorporates much of the April Preliminary Report and presents additional data, recommendations and conclusions developed by the Commission on the basis of its earlier investigations.

MAJOR FINDINGS

This section summarizes the major findings of the Commission. Matters of concern to students are discussed first under general educational opportunities and then with respect to specific University operations. Summaries of major findings pertaining to women employees follow the student sections.

Educational Opportunities for Women

Historically, programs of special interest to women have fared rather badly at CMU. Thus the School of Social Work was eliminated in 1953, the School of Library Science was transferred off campus in 1962 and MMCC is now scheduled to terminate in 1973. There have been corresponding declines in the percent of CMU degrees awarded to women. In recent years, women received only 25 percent of undergraduate degrees compared with 40 percent during the 1930's.